DOCUMENT RESUME

ED 266 066 SO 016 916

TITLE	Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators.
INSTITUTION	Colorado Commission on Higher Education, Denver.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	Aug 85
NOTE	187p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Census Figures; *Demography; Employment Patterns; Employment Projections; Policy Formation; *Population Distribution; Population Education; *Population Growth; *Population Trends; Public Policy; School Demography; Social Science Research
IDENTIFIERS	*Colorado

ABSTRACT

This sourcebook contains citations and annotations of demographic, socio-economic, and educational statistics data products, a variety of different agencies' data services, and many literary sources of relevance to educators and other public sector planners. Following an introduction containing background information on the project and the user's guide, material is organized into two parts. Part I, "Demographic References: Products and Services of Federal and State Organizations" contains subsections on "Major Reports on the 1980 Census with Reference to Colorado"; "Census Bureau: Selected Special Supplementary and Current Population Reports"; "Resources of the Demographic Section of the Colorado Division of Local Government"; "Colorado and Other Migration Reports"; "The County Information Service of the Colorado State University"; "The Business Research Division of the University of Colorado at Boulder"; "Resources of the Colorado Division of Employment and Training"; and "Demography, Theory, and Methods References." Part II, "References on Education, Planning and Policy" is divided into subsections on "Demographics and Education"; "Resources from the National Center for Education Statistics"; "Change"; "The Economy, Occupations and Education"; "Enrollments and Retention"; "Finance"; "Public Policy: Theory to Practice"; "Planning Methods, Data Gathering, and Reporting"; and "Other Leadership Resources." Each citation contains title, author, publication date, publisher, pages, and a short annotation. Appendices include: (1) Demographics Basics; (2) Subject Items Included in the 1980 Census; and (3) Obtaining Government Publications (a list of state depository libraries, a Colorado State Data Center Directory, and an address list of State Coordinating Organizations). An author and source index is also included. (LP)

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POPULATION ANALYSES, CHANGE AND EDUCATION:

Selected Resources on Population Trends, Planning and Policy, and Education

August, 1985

Population Dynamics for Colorado Educators

SP 016 916

A Project of the Colorado Commission on Higher Education
Financed by the Fund for the Improvement of Postsecondary Education

POPULATION ANALYSES, CHANGE AND EDUCATION:

Selected Resources on Population Trends, Planning and Policy, and Education

August, 1985

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Population Dynamics for Colorado Educators

A Project of the Colorado Commission on Higher Education
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ACKNOWLEDGEMENTS

There are many in addition to authors/contributors who made this publication of the Population Dynamics Project possible. The data products and services of the many agencies and organizations cited in this sourcebook are greatly appreciated, as are the literary contributions of the authors of texts, journal articles and special reports. In particular, the contributions of the U.S. Bureau of Census, the Demographic Section, Colorado Division of Local Government, and the Colorado State Data Center are recognized. The availability of information retrieval systems, as ERIC and DIALOG, together with the expert advice of Colorado State University librarians were important factors in identifying relevant resources. We are grateful for the administrative leadership and substantive counsel of Timothy M. Grieder, Director of Continuing Education and Extended Academic Programs, Colorado Commission on Higher Education, who oversees Project activity. Both of our Project sponsors, the Colorado Commission on Higher Education and the U.S. Fund for the Improvement of Postsecondary Education, have encouraged and supported creative work with the aim of better serving education planners so that education programs can most effectively serve citizen's learning needs and interests. Our sincerest thanks to these and the many others who have provided us with resource information or supported our activity in other ways.

Population Dynamics Project Staff and Consultants

TABLE OF CONTENTS

Page

INTRODUCTION

Background. 1
User's Guide. 2

PART I: DEMOGRAPHIC REFERENCES: PRODUCTS AND SERVICES OF FEDERAL AND STATE ORGANIZATIONS

Major Reports, 1980 Census -- Colorado. 5
On Population 5
On Housing. 5

Census Bureau: Selected Special, Supplementary and Current Population Reports. 6
Census Resources and How to Access Them 6
On Households, Families 6
On Race, Ethnicity. 6
On Women. 7
On the Farm Population. 8
On Earnings, Occupation, Education. 8
On Work Disability. 10
On Poverty. 10
On Voting and Voter Participation 10
On Migration and Mobility 11
On Population Estimates and Projections 11
On National and Local Trends. 12
Instructional Resources 13
Census Bureau Catalogs. 13

Resources of the Demographic Section, Colorado Division of Local Government. 13
Population Estimates and Projections. 13
Comparative Population Profiles and Rankings for Varying Levels of State Geography 14
Labor Force Data. 14
County Profile Data Base. 14
Migration Analyses. 15
Other Data Products 15
Accessing Data: The State Data Center Network. 15

Colorado and Other Migration Reports. 16

The County Information Service, Colorado State University 17

The Business Research Division, University of Colorado-Boulder. 17

The Population Program, University of Colorado-Boulder. 18

Resources of the Colorado Division of Employment and Training 18

Demography, Theory and Methods References 19
Demographic Texts 19
Additional Resources. 20

PART II: REFERENCES: EDUCATION, PLANNING AND POLICY

Demographics and Education. 22
General References. 22
On Rural Settings 27
On Urban Settings 30
On Adults 32
On Race, Ethnicity. 36
On Migration. 39
On Education in Demographics. 41

Resources: National Center for Education Statistics, Education Commission of the States, Western Interstate Commission on Higher Education, and the Colorado Commission on Higher Education. 43

Change. 46
Futures References. 46
Education Issues, Improvements. 50
Social and Community Change 56

The Economy, Occupations and Education. 59

Enrollments and Retention 65

Finance 71

Public Policy: Theory to Practice 74

Planning Methods, Data Gathering and Reporting. 76
Planning Strategies and Education 76
Planning and Research Methods, General Sources. 77
Evaluation Sources. 81
Statistics References 82

Other Leadership Resources. 83

APPENDICES:

A Demographic Basics. 89
B Obtaining Resources: Federal and State Locations. 95
C ERIC Citation and Access Codes. 109

INDEX 111

INTRODUCTION

Background

This sourcebook of data products, literary citations and agency services is the result of the Population Dynamics Project's (PDP) effort to identify and publicize resources for planners. The project's focus has been on changes in the size, distribution and composition of the Colorado population and on implications of those changes for education and for public-sector planning in general. The Project's audience represents several arenas of concern, including planning, policy-making and programming for formal and non-formal education for adults and youth--at state, local, institutional and intra-institutional levels (e.g., postsecondary and K-12 schools and colleges; education governing bodies, libraries, other community education and planning agencies; businesses and industry training programs, etc.).

Because of the wide-ranging interests of our audience, and because so many factors are relevant in the interpretation of demographic data and in the practical applications of demographic insights, we have relied on resources from many academic disciplines and a host of agencies to support our basic task of analyzing Census data for education planning implications. Some of these resources have been highlighted in recent editions of the Project's journal, Population Analyses for Colorado Educators (PACE). Many more have been identified and are documented here.

This sourcebook contains citations and annotations of demographic and related socio-economic and education statistics data products, a variety of different agencies' data services, and many literary sources of relevance to education and other public-sector planners. Sources included here were identified through 1) personal reconnaissance by PDP staff and consultants; or 2) computerized literature searches of the ERIC data base. Sources identified by Project personnel were annotated, descriptive keywords were attached, and this information was entered into the Project's customized microcomputer data-based management system. The system allows for relatively free-floating information entry, and for retrieval by single or multiple keywords. The microcomputer software that supported this Project activity is an inexpensive (under $100) filing program called "SUPERFILE" (FYI, Inc., 4202 Spicewood Springs Road #114, Austin, TX 78759). Kaypro microcomputing hardware (CP/M operating system) was used. ("SUPERFILE" is also available for other operating systems.)

ERIC searches were conducted on two separate occasions (Spring, 1984 and Spring, 1985) with the assistance of the Colorado State University library staff. The ERIC data base was accessed through DIALOG, a computerized, telephone-linked network for information retrieval. As you scan the sourcebook, you will note that citations occur in two forms. Within each topical/subtopical section, those that were annotated by Project personnel appear first, followed by ERIC sources. (ERIC sources are as they appear in a normal ERIC print-out; descriptive keywords have been removed to conserve space.) A "User's Guide" follows, and Appendix C contains an explanation of ERIC citation and access codes.

The listing of sources published here is by no means exhaustive. Those included have been selected as a sampling of the many more that are available. We apologize for favorite resources that have been overlooked in this volume. Most resources noted here are fairly current and should be accessible to those desiring more detailed information.

Our aim is to serve you. We recognize that individuals in our Project audience and others who may use this sourcebook have different information needs and interests. It is our hope that each will find here at least a few new resources of personal or professional relevance.

Population Dynamics Staff
and Consultants

User's Guide

Content and General Organization

The content of this sourcebook reflects the Population Dynamic Project's (PDP) effort to identify and publicize resources for planners. The information is divided into two major sections and includes appendices. References are focused on theory and methods and are grouped by topic or related sub-topic areas.

Part I (Demographic References: Products and Services of Federal and State Organizations) presents 9 topics and 28 sub-topics of interest to users seeking general demographic information at national and state levels. Items in this section address population and related concerns. Data sources and products are included.

Part II (References: Education Planning and Policy) presents 8 topics and 17 sub-topics of interest to users seeking demographic and other trend information related specifically to education. Items in this section are focused on change, finance, leadership, educational planning methods and policy.

Three Appendices provide 8 supplemental resources to assist the user in obtaining items, although many sourcebook items are available through local libraries.

Arrangement of Resources

Three types of resources may appear within a topic or sub-topic area. These include literature citations and annotations from the PDP data base management file; services and products of government agencies; and citations and annotations from the Educational Resources Information Center (ERIC) files. Within a topic area, items from the PDP file appear first, followed by ERIC or other resources.

Items from the PDP file include a citation and annotation as shown in the example below. Citations note the author or editor, year of publication, title, source of information or publisher, and the number of pages as indicated.

EXAMPLE:

(section) Part I: DEMOGRAPHIC RESOURCES FOR GENERAL REFERENCE

(topic) Census Bureau: Selected Special Supplementary and Current Populations Reports

(sub-topic) On Households, Families

(citation) Rawlings, S.W.
1984 Household and Family Characteristics: March, 1983. In Population Characteristics, Current Population Reports (May). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-20:388, 237 pages.
*

(annotation) Demographic information on household and family characteristics for 1983 and important changes that have occurred in recent years. Data which have a significant impact on the level of demand of public and private sector products and services. Tables on issues such as characteristics of families by type, educational attainment, age, race, and Spanish origin of householder; characteristics of married couple families by joint education level.

The sequencing of PDP file items within topical areas is first by authors or editors in alphabetical order. If no author or editor is cited, items are listed by the year of publication, the most recent year first. If a number of these items appear with the same year of publication, they are arranged by titles in alphabetical order. An example of this sequencing is shown below.

EXAMPLE:

(section)	PART II: REFERENCES: EDUCATION PLANNING AND POLICY
(topic)	The Economy, Occupations and Education
(sub-topic)	- -
(authors)	Anderson, B.H., and J.W. King (citation continued) (annotation) Reynolds, R.T. (citation continued) (annotation)
(year of publication/ titles)	- - 1985 Postsecondary Education for a Changing Economy Project. (citation continued) (annotation) - - 1983 Fact Book on High-Technology and Energy Related Higher Education in the West. (citation continued) (annotation) - - 1983 High Technoloy Manpower in the West: Strategies for Action, A Report by the Western Technical Manpower Council. (citation continued) (annotation)

As in the sequencing of PDP items, ERIC resources are listed first by authors or editors in alphabetical order. If no author or editor is cited, items are then arranged by the ERIC Journal Announcement Year, the most recent year first. If a number of these items appear with the same ERIC Journal Announcement Year, they are arranged by titles in alphabetical order. Appendix C provides a description of ERIC citations and annotations.

For the convenience of users, the sourcebook contains an author index and a Government Printing Office (GPO) Order Form is included in Appendix B.

PART I

DEMOGRAPHIC REFERENCES: PRODUCTS AND SERVICES OF FEDERAL AND STATE ORGANIZATIONS

On Population

- -

1983 Detailed Population Characteristics, Colorado (October). Washington,D.C.: Bureau of Census, U.S. Government Printing Office, PC80-1-D7, 791 pages.

•

Chapter D, 1980 Census is available for the U.S. and each state. Contains fifty-eight detailed tables for the 1980 Colorado population as a whole, in rural areas, SMSA's, and selected tables for central cities. Many characteristics are cross-tabulated; e.g. school enrollment by age, sex, family income, poverty status; occupation by race and Spanish origin; earnings and labor force status; age and years of school completed.

- -

1983 General Social and Economic Characteristics: Colorado (June). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, PC80-1-C7, 361 pages.

•

Chapter C, 1980 Census, is available for the U.S. and each state and is especially useful for education planners. Contains socio-economic characteristics including school enrollments, years of school completed, ability to speak English, and other characteristics. Focused on sex, race, Spanish origin, fertility and family composition; citizenship, mobility and migration, poverty status. The most comprehensive of currently available hard-copy Census publications. Most tables present 1980 data only; a few compare 1970 and 1980 data.

- -

1982 General Population Characteristics: Colorado (April). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, PC80-1-B7,196 pages.

•

Chapter B, 1980 Census is available for the U.S. and each state. General population characteristics are discussed in terms of race, Spanish origin, sex, age, and general household and family characteristics (e.g. size, number and ages of children, marital status). The source is the 1980 Census of population and housing. Geographical areas include the state, counties, and places of 1,000 to 2,500 , 2,500 to 10,000 , 10,000 to 50,000 , and 50,000 or more persons.

- -

1981 Number of Inhabitants - Colorado, Characteristics of the Population (October). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series PC80-1-A7, 34 pages.

•

Chapter A, 1980 Census, is available for the U.S. and each state. Contains statistics from the 1980 Census of Population concerning the number of inhabitants in the state classified by urban and rural residence and size of places; counties, census design places; SMSAs; standard consolidated statistical area. This report is part of Volume I Characteristics of the 1980 Census and contains a map of the state, counties, county subdivisions, places and urbanized areas. Includes charts of the total population and population change; tables such as population by size of place, 1980 and 1970.

On Housing

- -

1983 1980 Census of Housing, Detailed Housing Characteristics: Characteristics of Housing Units - Colorado (June). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, HC-80-1-B7 Colo. 132 pages.

•

Presents sample data from the 1980 Census of Population and Housing on detailed housing characteristics by urban and rural residence, places of 2,500 or more inhabitants, standard consolidated statistical areas (SCSA), SMSA, American Indian Reservation, Alaska Native Villages and certain other geographical areas of the state. The report contains tables on general characteristics such as race/ethnicity of householder; structural characteristics, equipment and plumbing, fuels and financial characteristics; selected characteristics of rural/farming house units and American Indian Reservations.

- -

1983 1980 Census of Population and Housing, Census Tracts - Pueblo, Colorado, SMSA (June). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, PHC80-2-295.

•

One of a series of census tracts that presents demographic, social, economic, and housing statistics for census tracts or SMSAs from the 1980 Census of Population and Housing. information is presented on census tract comparability between 1970 and 1980; tables on general population characteristics based on 100 percent data; social and economic characteristics based on sample data; housing data based on 100 percent and

sample data. Population characteristics include race/ethnicity, social and economic data in general; social and economic characteristics crossed by race/ethnicity. Housing characteristics include occupancy, utilization, structure, equipment and financial data in general crossed by race/ethnicity.

- -

1982 1980 Census of Housing, General Housing Characteristics: Characteristics of Housing Units - Colorado (May). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, HC80-1-A7, Colo., 192 pages.

*

Presents 100% data from the 1980 Census of Housing on general characteristics of housing units for the state classified by urban and rural residence, counties, places, standard consolidated statistical area (SCSA), SMSA, American Indian reservations, Alaska Native villages, and certain other geographic areas of the state. The report contains tables on general housing characteristics such as race/ethnicity of householder; structural, occupancy, equipment, and financial characteristics; general and selected housing characteristics by counties, places, areas, and American Indian Reservations.

Census Resources and How to Access Them

The Census Bureau offers many other resources; among them the Bureau published special reports, access to computer data taxes, and a "speaker's Bureau" with experts available to offer guest lectures or workshops. For more information about Census Bureau resources and how to access them, see Appendix A.

On Households, Families

Rawlings, S.W.

1984 Household and Family Characteristics: March, 1983. In Population Characteristics, Current Population Reports (May). Washington, D.C.:Bureau of Census, U.S. Government Printing Office, Series P-20:388, 237 pages.

*

Demographic data on household and family characteristics for 1983 and important changes that have occurred in recent years. Data which have a significant impact on the level of demand of public and private sector products and services. Tables on issues such as characteristics of families by type, educational attainment, age, race, and Spanish origin of householder; characteristics of married couple families by joint education level.

- -

1983 Households, Families, Marital Status and Living Arrangements: March 1983 (Advance Report). In Population Characteristics, Current Population Reports (July). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-20:282, 7 pages.

*

Trends in number, type and size of household and families, persons who have never married, unmarried couples, and the reliability of estimates are discussed. There are also tables such as one year changes in number of households and families by type, average population per household and family, and selected characteristics of unmarried couple households.

On Race, Ethnicity

Matney, W.C., and D.L. Johnson.

1983 America's Black Population: 1970-1982, A Statistical View, Special Publication (July). Washington, D.C.:

Bureau of Census, U.S. Government Printing Office, PIO/POP-83-1, 27 pages.

*

This monograph discusses selected demographic, social, economic and other data about America's black population. It includes data from the 1980 census and current population surveys (Census Bureau), the Bureau of Labor Statistics, the Department of Defense, and the National Center for Health Statistics. Topics include: population size and distribution; labor force characteristics, income and poverty; years of schooling and school enrollment; female family households; voting age and turnout; military service, life expectancy and mortality; fertility rates and birth expectations. Data are from several sources and are not necessarily comparable. The monograph is the first in a planned series; similar reports are planned on American Indian/Eskimo, Aleut, Asian/Pacific Islander, and Spanish origin populations.

- -

1985 Blacks and the Future: Where Will We Be in the Year 2000? Ebony 40 (10, August). Chicago: Johnson Publishing Company, 178 pages.

*

A special issue focused on population, life expectancy and death rate; population in the 50 largest cities of the U.S. and black immigration. Highlights the outlook for black business, jobs and careers for graduates. Previews the status of race relations, health and participation in politics.

- -

1985 The Annual Economic Outlook for Black America: 1985. Black Enterprise 15 (6, January). New York: Earl G. Graves Publishing Company, 78 pages.

*

An overview of the economic state of black America in 1985. Emphasizes the vanishing black farmer, sources of income and female heads of households. Describes the new black entrepreneurial class and enterprise zones. Analyzes the economic gulf between races and the effect of cuts in human service programs.

- -

1985 Views of the Past, Visions of the Future. Black Enterprise 16 (1, August). New York: Earl G. Graves Publishing Company, 136 pages.

*

This Fifteenth Anniversary Collector's Issue previews the career outlook for blacks in selected fields and black economics. Highlights the status of blacks in the military, business, and private industry. Describes the outlook in high tech and for women in the corporate arena. Discusses new directions for black business and investments.

- -

1984 American Indian Areas and Alaska Native Villages: 1980. In Supplementary Report, 1980 Census of Population (August). Washington, DC: Bureau of Census, U.S. Government Printing Office, PC80-S1-13, 38 pages.

*

Presents 1980 census counts of the total American Indian population for identified American Indian areas such as reservations, tribal trust lands (off reservations) and historic areas of Oklahoma (excluding urbanized areas). Also included are counts for the total American Indian, Eskimo and Aleut population in Alaska Native Villages and in Alaska Native Regional Corporations. There are summaries for the U.S., region, division, and states and there is comparable household data on Alaska for American Indian, Eskimo or Aleut householder or spouse.

- -

1982 Persons of Spanish Origin by State: 1980, Supplementary Report (August). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, PC80-S1-7, 17 pages.

*

This report presents counts of persons of Spanish origin by type of Spanish origin (Mexican, Puerto Rican, Cuban, Other Spanish) for the U.S., census regions and divisions, and states. Counts of Spanish and non-Spanish origin persons by race are also noted. Includes results of an evaluation study on the reporting of Spanish origin which compare 1980 reports of Spanish origin and types of Spanish origin with 1970 reports. Tables are for states with the largest Spanish population, 1980. Comparisons of 1980 and 1970 data may be difficult because of changes in reporting.

<u>On Women</u>

Rogers, C.C., and M. O'Connell

1984 Childspacing Among Birth Cohorts of American Women: 1905 to 1959. In Population Characteristics, Current Population Reports (February). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-20;385, 117 pages.

*

Information on marriage and the fertility history of women born since 1905 from the June 1980 Current Population Survey and Vital Statistics of the United States. Primarily tables on items such as births accumulated to successive ages from birth cohorts of women by race, Spanish origin, years of schooling; intervals of births and marital status of women at time of birth.

- -

1984 American Women: Three Decades of Change. Washington, D.C.: U.S. Bureau of Census, U.S. Government Printing Office CDS-80-8, 39 pages.

*

Part of a series of analytic reports from the Census Bureau's Center for Demographic Studies designed to identify the factors underlying change. Provides analytic interpretation of the 1980 census results and socio-economic data from the Census sample data. Addresses issues related to marriage, divorce, widowhood and child-bearing; households and family living arrangements; education and labor force participation. Focuses on earnings, per capita income and poverty. Includes an Appendix titled Marital Status and Headships.

- -

1984 Fertility of American Women: June 1983 (Advanced Report). In Population Characteristics, Current Population Report (April). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-20:386, 5 pages.

*

National fertility rates and corresponding first birth rates for 1983 are estimated from the June Current Population Survey. Tables show national fertility rates in terms of births to date; future and lifetime births expected by age, race and Spanish origin, marital status, education, occupation, income, residence, and poverty status.

- -

1980 Selected Characteristics of Women-Owned Businesses 1977 (October). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, 50 pages.

*

First effort to collect information about characteristics of women-owned businesses and their owners. Data from a special mail survey and administrative records date from the 1977 Economic census. Focuses on demographic and financial characteristics of women owned businesses and their owners. Charts show age, marital status, education, capital, income, employees. Tables show age and marital status by industry division; major group, race and ethnicity of women business owners by industry division and major group, etc.

- -

1975 Women and Adult Education: Toward the Twenty-First Century. Adult Leadership 24 (4, December). Washington, D.C.: Adult Education Association of the U.S.A., 42 pages.

*

A special 25th Anniversary issue on International Women's Year and related issues of interest to adult educators. Focuses on needed resources, relationships between men and women in education, counseling of women, future concerns, and the challenges of transition in educational settings. Offers a view of the future with emphasis on invention by involvement of women.

On the Farm Population

Banks, U.J., and K.M. Mills

1984 Farm Population of the U.S.: 1983. In Farm Population, Current Population Reports (November). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-27:57, 35 pages.

*

1983 estimates prepared by the Census Bureau and the Economic Research Service of the U.S. Department of Agriculture based on the results of the Current Population Survey. The report discusses demographic and social characteristics (age, sex, race and Spanish origin) and economic characteristics (labor force, unemployment, agriculture and non-agriculture employment, class of worker, and income and poverty status). The report is primarily tables on the above characteristics.

On Earnings, Occupation, Education

Cleveland, R.W., and M.F. Henson

1984 Earnings in 1981 of Married-Couple Families, by Selected Characteristics of Husbands and Wives. In Special Studies, Current Population Reports (March). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-23:133, 41 pages.

*

Presents annual earnings of husbands and wives and their combined earnings as married couples for 1981. The purpose is to provide specialized data not available in the annual Current Population Reports, Consumer Income Series (P-60) including the rise in the labor force participation of women. Economy was in a recession that lasted from July 1981 to November 1982.

Economy was in a recession that lasted from July 1981 to November 1982.

Feldman, A.M.
1984 Characteristics of Households and Persons Receiving Noncash Benefits: 1982. In Consumer Income, Current Population Report (January). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-60:143, 125 pages.

*

Data obtained from March 1983 Current Population survey concentrating on two major categories of noncash benefits: those not usually defined as public transfers (food stamp program, national school lunch program) and employer or union provided (pension plan, group health insurance plans) benefits to employees. Primarily tables on items such as household and persons in household by household money incomes and poverty status; persons covered by Medicaid, by household income and poverty status.

Nelson, C.T., and A.M. Feldman
1983 Estimating After-tax Money Income Distributions Using Data from the March Current Population Studies. In Special Studies, Current Population Reports (August). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-23:126, 56 pages.

*

Describes procedures for simulating taxes paid by households for the purpose of estimating after-tax incomes. Section one presents methods and procedures used to estimate taxes paid; section two evaluates simulated taxes by comparisons with other sources ; and section three discusses after-tax income estimates.

Salvo, J.J., and J.M. McNeil
1984 Lifetime Work Experience and Its Effect on Earnings: Retrospective Data From the 1979 Income Survey Development Program. In Special Studies, Current Population Reports (June). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-23:136, 26 pages.

*

Data from the 1979 Income Survey Development Program on lifetime work interruptions and the relationship between work interruption and earnings. Tables show the proportion of persons with work interruptions and proportion of work years spent away from work and why (ages 21 to 64) by sex, race, and Spanish origin, years of school completed, occupation and lifecycle status.

Sanders, R.
1983 Child Support and Alimony: 1981 (Advance Report). In Special Studies, Current Population Reports (May). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, P-23:124, 14 pages.

*

Special supplement to April 1982 Current Population Survey in response to the increase in divorce rates and the number of families maintained by women with no husband present. Partial funding for the survey was obtained from the Office of Child Support Enforcement whose interest was in checking the effectiveness of its programs to assist women experiencing difficulty in establishing or collecting child support payments.

- -
1983 Lifetime Earnings Estimates for Men and Women in the United States: 1979. In Consumer Income, Current Population Reports (February). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-60:139, 37 pages.

*

Data on expected lifetime earnings providing a scientific basis (speculative) for examining expected future earnings at specific ages; differences in future earnings at various educational attainment levels. Lifetime earning estimates are based on cross-sectional earnings data by age, sex and educational attainment for 1978, 1979, and 1980.

- -
1980 Earnings by Occupation and Education; 1980 Census of Population, (May). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, PC80-2-8B, 498 pages.

*

Sample data from the 1980 census of population is presented on the earnings of males and females 18 years old and over by various demographic, social, and economic characteristics. The report contains seven detailed tables focused on earnings and occupations by age, sex, and years of school completed. Five appendices provide definitions and explanations of subject character, residence rules, and sources of error. Earnings by Occupation and Education is preceded by Vol.I of subject reports on the characteristics of the population in various geographic areas.

On Work Disability

McNeil, J.M.
1983 Labor Force Status and Other Characteristics of Persons with a Work Disability: 1982. In Special Studies Series, Current Population Reports (July). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-23:127, 76 pages.

*

Current Population Surveys (CPS) of households provide estimates of the number of persons with a disability and show how their disability situation changes over time. Age, education, race and Spanish origin and several other characteristics of persons with work disability are discussed. Tables present economic profiles of persons with work disability (e.g., employment status, mean income and earnings). Of particular interest is a table which cross-classifies labor force participation of persons with a disability by years of schooling.

On Poverty

Welniak, E.J., and C. Fender
1984 Money Income and Poverty Status of Families and Persons in the U.S.: 1983 (Advance Data from the March, 1984 Current Population Survey). In Consumer Income, Current Population Reports (August). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-60:145, 337 pages.

*

Money income of families, men and women, and persons below the poverty level is compared for 1982 and 1983. Tables present money income by selected characteristics of families, persons, householders and the poverty population for 1983.

- -
1984 Characteristics of the Population Below the Poverty Level: 1982, Current Population Reports (March). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, P60:138, 215 pages.

*

A special study of people in poverty presenting findings from the Income Supplement of the Census Bureau's March, 1983, Current Population Survey. Characteristics of persons and families in poverty, and trends in the poverty population are presented. Data are for the U.S. population; some tables compare metropolitan/non-metropolitan, and farm/non-farm poverty populations, and geographic regions of the U.S..

Although separate data for Colorado are not presented, the report serves as useful background for understanding people in poverty. Data from the Census Bureau's Current Population Surveys are considerably detailed.

- -
1984 Estimates of Poverty Including the Value of Noncash Benefits: 1979 to 1982, Technical Paper 51 (February). Washington , D.C.: Bureau of Census, U.S. Government Printing Office, 135 pages.

*

Second exploratory report by the Bureau on alternative procedures for solving non-cash benefits received by the low-income population and for estimating the effect of these values on the size and composition of the poverty population. The first report (March 1982) focused on 1979 alone; the second report focused on 1979 to 1982. Primarily tables on the effect of non-cash benefits or various subgroups of the poverty population discussion of the growth of non-cash benefits.Describes the three valuation concepts used in the analysis; levels and trends in the poverty population; changes in receipt and average values of non-cash benefits.

On Voting and Voter Participation

Johnson, C.E. Jr.
1980 Nonvoting Americans: Current Population Reports. Washington, D.C.: Bureau of the Census, U.S. Government Printing Office, Special Studies Series, P-23:102, 27 pages.

*

Historical perspective of decline in voter participation in Presidential elections. Demographic and socio-economic characteristics of nonvoting Americans are discussed as well as the reasons they don't vote and the means used to increase voter participation.

Starsinic, D.E.
1984 Projections of the Population of Voting Age for States: November 1984. In Population Estimates and Projections, Current Population reports (April). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-25:948, 10 pages.

*

Projections of the population of voting age for states are presented by broad age groups and sex. These projections are

designed to serve as references for primary elections and November general elections. Projections relate to the resident population including Armed Forces at duty stations in the U.S.. Includes voting age estimates for states, the percent voting for President and the House of Representatives since 1976 and voting patterns since 1930.

On Migration and Mobility

Hansen, K.A.
1984 Geographic Mobility: March 1982 to March 1983. In Population Characteristics, Current Population Reports (October). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-20:393, 144 pages.

•

Estimates from the March 1983 Current Population Survey. Data are derived from questions about residence in 1982 with actual residence in 1983. This report focuses on internal migration within the United States (including the number of people moving to the U.S. but not from the U.S.). Tables show movement within and between central cities, suburbs of metropolitan areas and non-metropolitan areas, or within and between counties, states, and regions of the counties. Movers are cross-classified by demographic, social and economic characteristics.

Long, L.H., and D. DeAre.
1980 Migration to Non-Metropolitan Areas: Appraising the Trends and Reasons for Moving. Special Demographic Analyses (November). Washington, D.C.: Bureau of Census, U.S. Government Printing Office CDS 80-2, 29 pages.

•

This monograph reports the duration and motivational bases of metropolitan to non-metropolitan migration patterns. A series of questions are raised and discussed. Discussion is based on data from special tabulations of county population estimates prepared by the Bureau for the Federal-State Cooperative Program for Local Population Estimates. Data are for the nation over an 8-year period, 1970-78, and are presented in a narrative fashion.

- -
1984 Gross Migration for Counties: 1975 to 1980. In Supplementary Report, 1980 Census of Population (March). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, PC80-S1-17, 246 pages.

•

Data from inmigration, outmigration and net migration for the states and counties between 1975 and 1980 for the population five years old and over in 1980. Tables are cross-classified for states by sex, race, and Spanish origin; includes data on age, military status and college attendance; separate tables for New York City.

- -
1983 State of Residence in 1975 by State of Residence in 1980, Supplementary Report (March). Washington,D.C.: Bureau of Census, U.S. Government Printing Office, PC80-S1-9, 10 pages.

•

Presents early tabulations showing geographic mobility of people age 5 years and older between 1975 and 1980. Tables present U.S. data on mobility status by change of state; in-migration and out-migration for census regions, divisions, and states. Data are generally comparable from the 1940 to the 1980 Census of Population, except that 1950 data track residence change for a 1-year rather than 5-year period; 1940 tabulation categories differ from more recent ones.

- -
1982 Nonpermanent Residents by State and Selected Counties and Incorporated Places: 1980, Supplementary Report (April). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, PC80-31-6, 29 pages.

•

Data on non-permanent residents (persons with a usual home elsewhere) are presented in table form. States with the largest numbers of non-permanent residents, the number of residents not at their usual residence at the time of the census, and selected characteristics of non-permanent households are discussed. This is the first effort by the Bureau to count non-permanent residents by state and county in which they were staying at the time of the census, and to cross-classify them by state of usual residence.

On Population Estimates and Projections

Miller, L.
1984 Estimates of the Population of the United States by Age, Sex, and Race: 1980-1983. In Population Estimates and Projections, Current Population Reports (May). Washington, D. C.: Bureau of Census, U.S. Government Printing Office, Series P-25:949, 28 pages.

*

Estimates of the U.S. population by single years of age, sex, and race from July 1, 1980 to July 1, 1983. Comparable figures are also shown for April 1, 1980. The population represented includes Armed Forces overseas, resident population and civilian population (immigration). The estimates are based on the 1980 census count and on estimates of the components of population change from April 1, 1980 to July 1, 1983. Sources for the estimates are the 1980 decennial census, National Center for Health Service, Department of Defense, and the Immigration and Naturalization Service. The estimates are

presented separately in tabular form for Armed Forces Overseas, Resident Population, Civilian Population, and the total U.S. population.

Spencer, G.

1984 Projections of the Population of the United States by Age, Sex and Race: 1983 to 2080. In Population Estimates and Projections, Current Population Reports (May). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-25:952, 175 pages.

*

Data from the July 1, 1982 population estimates and race definitions are projected forward using the cohort-component method with alternative assumptions for future fertility, mortality and net immigration levels. Discusses age distribution, race distribution, total births, births by race, deaths, net immigration, and uncertainty of population projections. Includes tables on annual estimates of the population, the components of population change by race for the U.S. 1980-1982, and projections of the population by age, sex, and race for the U.S. 1983-2080. This report has much age and race detail and notes the measured effects on future populations in terms of changes in fertility, mortality, or net migrations.

<u>On National and Local Trends</u>

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1983 County and City Data Book, 1983 (10th Edition). Washington, D.C.: Bureau of the Census, U.S. Government Printing Office, 996 pages.

*

One of five statistical abstract publications available in 1985. Summarizes public and private data sources at the levels of state, county, city and places in the United States.

Contains social, political and economic statistics. Also provides explanations and notes on sources for easier publication use. Among the census publications frequently used in public policy decision making.

- -

1983 Population Profile of the United States: 1982, Current Population Reports (December). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Special Studies Series P-23: 130, 79 pages.

*

National data on demographic, social, and economic trends are provided. Selected categories include national and state population trends, metropolitan and non-metropolitan populations, farm populations, fertility and birth expectations, school enrollments, educational attainments, voting, occupations, poverty, and national population projections. Data are presented in narrative form and are illustrated by charts. Detailed tables are presented on topics such as estimates of the population of the U.S. and annual increases by type of population; school enrollment of persons 3-34 years old; college enrollment by age and sex; and projections of the U.S. population by age and sex for 1982-2050. Summary tables are included in the appendix.

- -

1983 Statistical Abstract of the United States: 1984 (104th Edition). Washington, D.C.: Bureau of the Census, U.S. Government Printing Office, 1015 pages.

*

Thirty-three sections and six appendices which summarize United States statistics. Contains primarily national data which is obtained from public and private sources; some data for regions, counties, cities and other designated areas. Provides social, economic, political and education statistics as well as information on statistical abstracts.

- -

1980 Social Indicators III: Selected Data on Social Conditions and Trends in the United States (December). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, 585 pages.

*

A collection of colored charts, tables and brief narrative depicting the current status of American society and major trends which suggest possible directions for the future. Subject areas include: population and the family; health and

nutrition; housing and environment; transportation; public safety, education and training; social security and welfare; income and productivity; social participation; culture and use of leisure time. Each major subject is divided by sub-topics. Data are from a variety of sources. Earlier editions were published in 1973 and 1976. Unique to the 1980 edition is the addition of opinion ("public perceptions") data.

Instructional Resources

Kaplan, C. P., and T. L. Valey
1980 Census '80: Continuing the Fact Finding Tradition, (January). Washington, D. C.: Bureau of Census, U. S. Government Printing Office, 490 pages.
*

Prepared for use by universities participating in an experimental program for the 1980 census. The textbook, a guide to the 1980 census is divided into four parts: (1) background, including the evolution of the census, people behind the census, and topics relevant to planning and administration of the 1980 decennial census; (2) concepts and definitions used in the census; (3) the 1980 census research design; and (4) uses of census data for urban and regional planning, businesses, geographers, and social demographers.

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1980 Instructor's Packet, College Curriculum Support Project. Washington, D.C.: Bureau of Census, U.S. Government Printing Office.
*

Packet includes a series of publications designed to introduce undergraduate students to the use of the 1980 census. Includes a product primer series (introducing 1980 publications and summary tape files), projects for students, college curriculum support project updates, a teaching module on the U.S. Census, case studies, and a textbook called Continuing the Fact-Finding Tradition.

Census Bureau Catalogs

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1984 Bureau of the Census Catalog - 1984 (June). Washington, D. C.: Bureau of Census, U.S. Government Printing Office, 286 pages.
*

Catalog containing an overview of the basic census bureau data products from 1980-83 and information on how to obtain them. Data products, publications, computer tapes, and microfiche are available for agriculture, business, construction and housing; foreign trade, geography, governments; manufacturing and mineral industries; population, and transportation. There is a special section on the 1980 census of population and housing.

- -
1981 Subject Index to Current Population Reports: December 1980. In Special Studies, Current Population Report (September). Washington, D.C.: U.S. Government Printing Office, Series P-23:109, 49 pages.
*

Bibliographic inventory of all Current Population Reports listed sequentially by subject, serial number, year covered, area or level of coverage, and title. Selected topics include black population, children and youth, educational attainment; elderly, fertility, poverty data, profiles and projections, school enrollment. Supplements to the index are issued annually, Series P-28.

Resources of the Demographic Section,
Colorado Division of Local Government

Population Estimates and Projections

- -
1984 Colorado County Population Estimates: 1981 to 1983 (revised April 30). Denver: Colorado Division of Local Governments.
*

Computer printout of population estimates for Colorado counties, regions and metropolitan areas for April 1980 and July 1981, 1982, 1983; population change for 1980-1981, 1981-1982, 1982-1983, 1980-1983; and percent change for 1980-1981, 1981-1982, 1982-1983, and 1980-1983.

- -
1984 Colorado Population Projections (August). Denver: Colorado Division of Local Governments.
*

Computer output of population projections for Colorado. Rates are given for age-sex group for 1983-2010; for change in trends of births, deaths and migration for 1833-2010; and for counties, regions and Denver SMSA for 1980-85, 1990, 1995, 2000, 2005, and 2010. Comment: Projections, based on a cohort-component model analysis, are for information purposes and are not considered "official" by the Division of Local Governments.

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1983 Colorado Municipal Population Estimates, Revised July 1, 1981 and Preliminary Report July 1, 1982 (August 12). Denver: Colorado Division of Local Governments.

*

Computer output which lists final population from 1970 and 1980 census and Colorado Demographic Section estimates of population, July, 1981 and July, 1982. Listings are for the state, counties and places within counties.

Comparative Population Profiles and Rankings for Varying Levels of State Geography

- -

1984 Colorado Municipal Population: 1970, 1980, & 1981-1983 (August). Denver: Colorado Division of Local Governments.

*

Computer printout of tables of Colorado municipal population by county for April of 1970 and 1980, and July of 1981, 1982, and 1983.

- -

1984 Ranking of Counties in Colorado by Selected Demographic Characteristics (January 16). Denver: Colorado Division of Local Governments.

*

Computer output which ranks Colorado counties by: size of population, 1980; percent change in population size, 1970-80; estimated population size, July, 1982; median age of population, 1980; percent of out-of-state residents, 1975; percent of age 25 and older population having completed four years of high school, 1980; per capita income, 1979; and three housing characteristics.

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1983 Ranking of Incorporated Places in Colorado by Selected Demographic Characteristics (November 25). Denver: Colorado Division of Local Governments.

*

Computer output which ranks incorporated places by size of population, 1980; percent change in population size, 1970-80; estimated population size, July, 1982; median age of population, 1980; percent out-of-state residents, 1975; percent of age 25 and older population having completed 4 years of high school, 1980; per capita income, 1973; and three housing characteristics.

Labor Force Data

- -

1984 Labor Force Participation Rates (October). Denver: Colorado Division of Local Governments.

*

Computer output presenting labor force participation rates for the U.S., Colorado, Denver SMSA, and "the rest of Colorado". Tables 1-4 present 1980 participation rates in terms of the total population and for males and females. Table 5 presents 1980 participation rates for Colorado, Denver, and Colorado Springs in terms of the total population and sex crossed by black, white and Spanish origin. The data source is the 1980 decennial census.

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1984 Location Quotients - Rocky Mountain States (October). Denver: Colorado Division of Local Governments.

*

Computer printout of location quotients for standard industrial classes for the year 1982 which show the relationship between the structure of the economy of the eight Rocky Mountain states and that of the U.S. as a whole. The purpose of the location quotients is to identify base industries for the state (those which have a greater proportion of a particular industry in the state then would be expected based on the national make-up). Tables show: the proportion of industries that are located in each of the Rocky Mountain states; employment for the U.S., Rocky Mountain region, and each of the eight states; industrial sectors percent of the total population in the U.S, Rocky Mountain region, and each of the eight states; and location quotients by industrial sector for the Rocky Mountain region and each of the eight states.

County Profile Data Base

The County Profile Data Base can be accessed by your remote computer terminal. Earl Hughes of the Demographic Section has created a system for remote retrieval of county level data in time series format. There are now 21 variables in the data base and the time series starts at 1970, ending with the most recent year for which data are available. Variables include July 1 population counts for each year, a migration variable, one on school enrollment for grades 1-8, several labor force variables (e.g., unemployment, labor force participation rate, etc.), personal and per capita income. Data are from a variety of sources, and it is likely that more variables will be added later.

The Demographic Section's County Profile Data Base is unique for several reasons. The system is menu driven, so it is relatively easy to access. It allows you not only to choose variables, but also the time series feature allows you to specify the years for which you wish data. The time series format also allows for identification of changes/trends. You may ask for an individual county, several counties, counties state-wide, any of Colorado's planning and management regions, or for state totals. Institutions that serve multi-county areas can request data by individual county name and ask that data be reported for each county separately, and/or for all counties pooled. Several other options are available, including data reported in absolute numbers, percents, and percent change. You may request data to be presented on your terminal screen only, to be directed to your printer, or to be printed at the Demographic Section for later pick-up or mailing.

For more information about the system and for information on establishing an account, contact Earl Hughes at the Demographic Section, Room 520, 1313 Sherman Street, Denver 80203 (866-3120).

Migration Analysis

Special PUMs File for Migration Analysis. Tom Melancon of the State Demographer's Office has created a version of the Public Use Microdata Samples (PUMs) computer tape, specifically designed to expedite studies of migration and its effects on the Colorado population. The new file is from the "A" version of Census PUMs files and contains representative samples of non-migrants, in-migrants, and out-migrants from Colorado between 1975 and 1980. Each record in the field contains a range of household and individual information from the 1980 Census long form questionnaire, allowing ready comparisons of stayers and movers on such characteristics as educational attainment, age, sex, race, income, occupations, etc. The new file, called the PUMs "M" file, represents a 1 in 40 sampling rate for Colorado. The Demographic Section has begun analysis of the data and has computer print-outs of their initial runs. For more information on contents and use of PUMs "M", contact the Demograohic Section, Division of Local Government, Room 520, 1313 Sherman Street, Denver 80203 (866-3120).

Other Data Products

The Colorado Demographic Section has a variety of other data products and tapes. Customized runs are possible. One tape that education planners may be especially interested in is the Census Summary Tape File (3) for Colorado School Districts. This file contains cross-tabulated population and housing data from the 1980 Census for each school district in the state.

Accessing Data: The State Data Center Network

By Federal-State agreement, the State Data Center Network (SDCN) was established about four years ago. The Network encourages access to Census and other demographic, social and economic data. The Colorado Demographic Section is the lead agency in the Network. In addition there are several major components and affiliate Network offices located throughout Colorado. See Appendix B for a listing of SDCN members.

Colorado and Other Migration Reports

Greenwood, M.J.
1984 Migration To, From and Within Colorado: Determinants, Consequences, and Forecasts. Boulder, Colorado: Center For Economic Analysis, University of Colorado, 152 pages.

*

Presents an economist's view of migration for Colorado using a method of historical data analysis to correlate population changes with economic conditions for states and regions. Proposes a forecast technique built on understanding employment opportunities. Microfiche in library, HED 2-450.2-M58-1984.

Greenwood, M.J., and D. Sweetland
1972 "The Determinants of Migration Between Standard Metropolitan Statistical Areas." Demography 9(4) 665-681. Denver: Demography, 17 pages.

*

Reports the findings of a study on migration between SMSAs in the United States. Examines migration between SMSAs larger than 250,000 people during 1960 on the variables of distance, income, region, welfare expenditures, and origin. Reports findings on the individual and aggregate level are the same. Concludes that distance relates negatively to migration, people move from low to high income SMSAs, people migrate to warmer climates, and migration is more than in proportion to origin population.

Knop, E., and T. Bacigalupi
1985 "Local implications of net and turnover migration: observations from three non-metropolitan communities." PACE 2 (1, Winter) 5-8. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

*

Describes annual turnover migration and net migration in three Colorado towns between 1970 and 1980: Del Norte, Aspen, and Craig. Located in the south-central, west-central, and northwest sections of Colorado respectively, migration rates of the three communities are noted in the review of three major findings: 1) substantial turnover in relatively stable communities like Del Norte and Craig (prior to its "boom" in 1973); 2) very substantial turnover (in- and out-migration) in Aspen and Craig (since 1973); and 3) the recognized burden of integrating newcomers to local patterns and adjusting the patterns to new and lost citizens; local power shifts. Discusses the implications for community management.

Knop, S.
1985 "The contribution of migration to population change in Colorado: selected comments." PACE 2 (1, Winter) 1-4. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

*

Documents the contributions of migration to population change in Colorado. Describes inter- and intrastate moves and the extent to which migration has been responsible for overall state growth. Provides basic information of use to planners, noting four major characteristics of migrants: age, years of school completed, occupation and household type. Considers projections of future migration patterns in the U.S. a challenging issue but predicts a general decline in Colorado migration rates.

Reynolds, R.T
1985 "Provisional 1984 population estimate implies slight net migration." PACE 2 (1, Winter) 21. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

*

Reviews the causes and implications of outmigration in Colorado between July 1, 1983 and July 1, 1984 as perceived by the State Demographer. Focuses on Colorado's "mini baby boom" in recent years and the pressure of more people of childbearing ages; the growth from natural increase. Notes the Census Bureau's new estimate implying net migration of a few thousand is provisional and subject to revision. Observes the Bureau's early 1980's estimates may have overcompensated for its 1970's underestimates and are now "getting closer to actual growth." Cites reasons for the decreasing migration level: the effect of the declining price of oil on the state's basic industries; the recent slow growth rates of manufacturing and tourism; and conditions in sending states which affect the number of persons seeking employment away from home. Concludes Colorado will attract fewer migrants in coming years.

The County Information Service, Colorado State University

The County Information Service (CIS) is a component of the Colorado Extension Service and is housed in the Department of Agriculture and Natural Resource Economics, CSU. Its principal service is a county data book for each of Colorado's 63 counties. Each 450 pages county book presents secondary data collected from the census, county, regional, state and private sources. The 14 data sections include general descriptions of population, housing, education, employment, business, natural resources, agricultural, communications, transportation and climate. All statistics are referenced as to original source. A CIS subscription includes the basic book plus updates for one calendar year; normally five sections are updated annually. The complete 63 county set is also available on microfiche. A CIS subscription is $35/yr/county book or $15/yr/county microfiche. The CIS is a major component of the Colorado State Data Center Network in cooperation with the Bureau of Census. The CIS also publishes compilations of Colorado ground water laws—technical references used by planners, attorneys, engineers and others involved with water use. For more information on CIS service/subscriptions, contact Sue Anderson at (303) 491-5706.

The Business Research Division, University of Colorado , Boulder

The Business Research Division (BRD) functions as the research arm of the Graduate School of Business Administration. Services include assistance in finding business and economic information; contract research for federal, state and local agencies and for private business firms or associations. (Typical contract research includes regional and local economic base studies and studies on manufacturing, tourism and other major state industry sectors.) The BRD houses the Colorado Business/Economic Data Bank, with data series that cover employment, income, retail sales and population estimates. The data series are now available for state-wide totals and the Bank will be expanded to include data for cities, counties and Colorado regions.

As a major component of the State Data Center Network, the BRD provides assistance to census users. Data from census summary tapes are available for a fee. Computer-produced analytic reports, area comparisons and area profiles can be provided on special request. For more information contact: Cerry Allen, BRD, Campus Box 420, CU-B, Boulder, CO 80309, phone: 492-8227.

35

The Population Program, University of Colorado, Boulder

The Population Program is currently one of four research programs located in the Institute of Behavioral Science at the University of Colorado at Boulder. Directed by Professor Andrei Rogers of the Department of Geography, and drawing on faculty from a number of social science departments, the Population Program is engaged in research on migration and population distribution; population aging and changing lifestyles; mathematical demography; urbanization, development and modernization; and family demography. A complementary educational program in population studies is in the early stages of development. Founded in 1957, the institute provides opportunity for inter-disciplinary research on problems of societal importance and, in addition to population issues, it also supports research programs on problem behavior, environment and behavior, political and economic change. For more information on the programs of the Institute, call (303) 492-8147.

Resources of The Colorado Division of Employment and Training

Colorado Labor Force Review. Marvin H. Wojahn (ed.), Denver, CO: Labor Market Information Section, Colorado Department of Labor and Employment, Vol. XXII, No. 1, January 1985, 15 pages. This edition of the monthly Review discusses trends and revisions of labor force data for Colorado, state-wide, and for the Denver-Boulder area. The logic for understanding labor force data and seasonal unemployment changes is covered in a "Colorado Trends" section. Tables include labor force estimates for the state and each county. The January, 1985, Data Supplement accompanies Vol. XXII, No. 1, and includes tables which document labor market developments, employment by industry and earnings for 1984. To request a subscription to the Review write: Labor Market Information, 251 East 15th Ave., Denver, CO 80203; (303/ 866-6326).

Occupational Employment Outlook, 1984-1989. Division of Employment and Training, Colorado Department of Labor and Employment, Denver, Colorado: July, 1984, 55 pages. This report examines Colorado industry and occupational employment outlooks for 1984 and 1989. It includes data tables on employment projections for 1) major occupation by major industry classification, and 2) selected detailed occupational classifications. Projections for several education occupations are included. Separate tables are presented for Colorado, state-wide, and for each of the four "vocational planning regions" (i.e., Denver-Boulder, Southeast, Northeast and West). For more information on the availability of this report, contact the Division of Employment and Training, 251 East 12th Ave., Denver, Colorado 80203.

Demography,
Theory and Methods References

Demographic Texts

Bogue, D.J.
1969 Principles of Demography. New York: John Wiley and Sons, 917 pages.

*

A comprehensive treatise covering the entire field of population study as a textbook and reference work. Includes a list of international and national institutions conducting demographic research (pp. 25-28). Provides calculation formulas, terms and definitions necessary to read and interpret demographic, social, and economic data. Presents population analysis as a multidisciplinary science which has worldwide impacts and consequences. Focuses largely on economics, the family and fertility controls.

Kammeyer, K.C.W.
1969 Population Studies: Selected Essays and Research. Chicago: Rand McNally, 481 pages.

*

A collection of twenty-seven articles covering the topics of the study of population, the data of demography, migration, mortality and morbidity, fertility, and world population. Provides diverse inputs into selected topics including simple language introductions to topics and a concise history of population data gathering strategies. Contains an article which defines population studies separate from demography and reveals a strongly sociological bias in what can be multidisciplinary studies.

Lee, E. S., and H. P. Goldsmith, eds.
1982 Population Estimates for Small Area Analysis. Beverly Hills: Sage Publications, 248 pages.

*

Demonstrates how to make better estimates of small area (subcounty) population characteristics by using one or more of the following procedures: use of administrative records such as IRS records, synthetic approaches as the use of past censuses, "surveys", simulations as the community analysis model; and area cohort studies which classify traits by many demographic, social, and economic indicators. The monograph was the result of a conference arranged by the National Institute of Mental Health and was geared toward decision makers and those keeping track of social change.

Petersen, W.
1969 Population. New York: The MacMillan Company, 735 pages.

*

A concise introduction to population studies and demography including definition of terms and concepts. Provides examples to support methods information, some history of census data gathering techniques, and insights into determinants and consequences of population change. Sufficiently detailed and complete to answer most questions for those not versed in the language, theory and methods of population analysis.

Petersen, W., ed.
1972 Readings in Population. New York: The MacMillan Company, 483 pages.

*

A collection of forty-one articles covering ten major population topic areas including population characteristics, migration, theory, methodology, and policy. Contains articles which reveal insights for reading census data and reports of international, national, and regional focus. The articles are reported to be representative of all key areas of demography by the distinguished authors in this field. Assumes some background of the language and methods of demography.

Rives, N.W. Jr., and W. J. Serow
1984 Introduction to Applied Demography: Data Sources and Estimation Techniques. In Quantitative Application in the Social Science Series, 07-039. Beverly Hills: Sage Publications, 96 pages.

*

A monograph on demographic methods directed to those with applied interests such as urban and regional planners and market researchers. The essential elements of applied demography (geographic units and their population characteristics) are discussed with an emphasis on demographic information, the kinds of data available, producers, sources, and uses of data. Most of the monograph is devoted to the discussion of the major sources of demographic information and the production of population estimates with alternative estimation procedures. The appendices contain a detailed bibliography and a tabulation of state agencies and organizations that supply demographic statistics.

Starsinic, D.E.
1983 Evaluation of Population Estimation Procedures for States, 1980: An Interim Report. In Population Estimates and Projections, Current Population Reports

(June). Washington, D.C.: Bureau of Census, U.S. Government Printing Office, Series P-25:933, 12 pages.

*

First of a series of reports that evaluates estimates of population by the Census Bureau for the 1970 decade and evaluates test methods used to produce estimates. This report focuses on the evaluation of state population estimates for April 1, 1980 vs the results of the 1980 Census. Also discussed are earlier evaluations and problems with the 1980 estimate.The series will include the results of tests of alternative methods and variations of methods used; later reports will focus on estimate procedures for substate areas such as counties and places.

Thompson, W. S., and D.T. Lewis
1965 Population Problems. New York: McGraw-Hill, 593 pages.

*

A complete text book which details the entire process of population study. Includes a review of population theories, composition of population and demographic processes of fertility, mortality and migration. Devotes concluding chapters to population change, implications and policy. Contains empirical data examples to clarify points and has clear language definitions of terms and concepts. Chapter conclusions serve to remind and refresh those with a basic understanding of demography.

Voss, P.R., G.D. Palit, B.D. Kale, and H.C. Krebs.
1981 Forecasting State Populations Using ARIMA Time Series Technique. Wisconsin: University of Wisconsin - Madison, 227 pages.

*

Provides 54 pages which introduce and show the results of using ARIMA time series population forecasting techniques. Also contains tables and graphs showing forecasts for the forty-eight coterminous United States. Contains discussion of the advantages and disadvantages of time-series models, basic forecasting definitional formulas and a reasonably complete reference list for ARIMA techniques. Contains graphs for each of forty-eight states with forecasts through 1985. Includes migration concerns.

Zopf, P.E. Jr.
1984 Population: An Introduction to Social Demography. Palo Alto: Mayfield, 499 pages.

*

Provides definitions and techniques for population studies and includes information about computing formulas and data sources.

Written as an introductory textbook complete with examples and theory-based examinations of trends. Relates population, and population changes, to a variety of social and economic situations. Provides a basic glossary of terms for population studies.

Additional Resources

Appendix A contains a brief introduction to basic demographic concepts, data sources and applications.

PART II

REFERENCES: EDUCATION PLANNING AND POLICY

General References

Knop, S.
1984 "Portraits of Colorado: Population Profiles and Trends." PACE 1 (2, Spring) 1-5. Fort Collins, Colorado: Population Dynamics for Colorado Educators,Colorado Commission on Higher Education.

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Presents a summary of population characteristics and trends for Colorado. Includes rate of growth, age and sex distribution, migration and mobility trends; family and household characteristics; race, labor force, and education characteristics. Provides implications for education within Colorado and points out several problems of interpretation when using Census Bureau data. Includes questions yet to be answered about education and the changing Colorado population.

McConnell, W.R., and N. Kaufman
1984 High School Graduates: Projections for the Fifty States (1982-2000). Boulder, Colorado: Western Interstate Commission for Higher Education (WICHE), 33 pages.

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This text is an expanded report of a 1979 publication of a similar title. It is oriented toward college and university planners concerned with state of local policies for higher education. The data, which include projected numbers of high school graduates for the U.S., regions and states, were provided by education officials in each state. Projections are primarily based on birth rates, with some adjustments to accomodate migration. WICHE maintains an historical data base and hopes to issue occasional reports in the future.

Mowder, W.J.
1985 "The political demography of higher education in Colorado to the year 2000." PACE 2 (2, Spring) 15-17. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

*

Highlights the issue of future enrollments in Colorado higher education and the need to avoid focusing on the numbers alone. Considers the student full time enrollment as less important than the primary college-clientele groups' percentage share of the total population. Reviews population projections by age group to the year 2000, trends and relationships among age groups. Predicts unprecedented demographic changes and difficult times for higher education in Colorado whether enrollments go up or down. Presents three options for coping with the impact of demographic change: 1) re-evaluation of institutional roles and missions, 2) increased efforts to obtain additional revenue, and 3) revision of Colorado's tax structure.

EJ270010 HE516282
Demographics: 1990.
Andersen, Charles J., Ed.
Educational Record, v63 n3 p58-59 Sum 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB83
The projected population of young adults 18 to 24 years old in 1990 is mapped by state, and a chart shows trends in the size of this cohort for each state since 1965 and projected through 1990. Regional totals are also provided. (MSE)

ED187566 SE030968
Population Bulletin, Vol. 35, No. 1. America's Baby Boom Generation: The Fateful Bulge.
Bouvier, Leon F.
Population Reference Bureau, Inc., Washington, D.C.
Apr 1980 41p.
Available from: Population Reference Bureau, Inc., Circulation Department, 1337 Connecticut Ave., N.W., Washington, D.C. 20036 ($2.00 each; discounts on quantity orders).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT80
During 1955 to 1964, nearly 42 million births occurred in the United States. This established a record unequaled to then and unlikely to soon be repeated. This bulletin explores the roots of the baby boom and its lasting impact on U.S. society: an impact accentuated by the unexpected interruption of a century-long fertility decline and the relatively small sizes of the preceding Depression Years and following "baby bust" birth cohorts. This discussion focuses on the reasons for the baby boom, who produced it, future cohort dimensions, the demographic impact of the baby boom, the impact on cohort members, and the baby boom's problems for society. The greatest baby boom challenge is described as occurring in the year 2000, when the baby boom cohort reaches retirement age and the ratio of active workers paying into the social security pool will fall drastically. (Author/SA)

ED204340 SP016668
Population Trends and Their Implications for Association Planning, 1981.
Constant, Anne P., Ed.; And Others
National Education Association, Washington, D.C.
Jun 1981 15p.
Available from: This publication is available in combination with "Teacher Supply and Demand in Public Schools, 1980-81" (SP 018 667) through NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516 (NEA members: Stock No. 3088-5-00, $4.75; Nonmembers: Stock No. 3088-5-10, $10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110); Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV81
Population trends will have a significant impact on educators' decision making, not only because of declining enrollment, but also because employment patterns and staffing in schools and colleges will be affected. Among the factors that educators must contend with are: (1) The birth rate has been increasing slowly since 1974; (2) The reduction in the number of teachers will not be as severe as the reductions in the number of school age persons; (3) Regional, state, and community enrollment patterns differ widely, with population declines in the suburbs becoming an enrollment factor for the metropolitan districts; and (4) A shortage of qualified teachers is possible in the late 1980s, particularly among elementary, math, science, special education, industrial arts, and agriculture teachers unless teaching is made to appear more attractive. It is suggested that local associations: (1) study local conditions; (2) guard against regressive attitudes; (3) increase the effectiveness of the associations' communications; and (4) update goals for improving the quality of schools and of teaching. (FG)

EJ306113 UD511077
The Changing Demography of Private Schools: Trends and Implications.
Cooper, Bruce S.
Education and Urban Society, v16 n4 p463-75 Aug 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); STATISTICAL MATERIAL (110)
Journal Announcement: CIJJAN85
Increasing enrollments in elementary and secondary schools and declining enrollments in teacher education programs threaten the nation's supply of teachers for the near future, especially in the South and West. (GC)

ED166409 CE019499
Demography and Educational Planning: A Review and Synthesis. DASP Planning Paper No. 4.
Dane, J. K.; Mangold, William
North Carolina State Univ., Raleigh. Dynamic Analysis and Strategic Planning Program.
1975 55p.; For related documents see CE 019 498 and ED 133 479
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0069
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEJUL79
Designed for educational planners and decision makers, this report reviews the principles and methods of demography. The first section discusses demographic rates and measures, including a basic demographic equation, crude rates, cohort measures, parity progression ratio, and life tables. The next three sections examine three demographic factors relating to educational planning. They are as follow: mortality; fertility (United States fertility in historical perspective, birth expectations, and differentials); and migration (biological and social characteristics of migrants, geographic patterns in migration, and urbanization and metropolization). The final section discusses general methods of population projections: extrapolation, ratio method, cohort-component method, and modeling. (Two related documents are available in ERIC: The Use of Mathematical Models of Student Flow in Educational Planning CE 019 498 and State and Local Responsibilities for Planning Occupational Education ED 133 479 .) (JH)

ED196165 EA013238
The Use of Census Data in Several Areas of Educational Planning.
Dembowski, Frederick; Biros, Janice
Oct 1980 23p.; Paper presented at the Annual Meeting of the Association of School Business Officials (66th, New Orleans, LA, October 26-30, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAY81
Target Audience: Practitioners
Information gathered from the Bureau of the Census and a review of the literature available indicate that few school districts make use of the comprehensive data collected by the decennial federal census or the data collected and updated annually by the individual state departments of education. Educational planners should have a complete understanding of the characteristics of their school districts and the population they service to make educationally effective and fiscally sound judgments in long- and short-range planning. The various categories of information are summarized and outlines of several alternatives for implementation in district planning are suggested. (Author)

ED128234 SO009218
Population Growth and Educational Policies: An Economic Perspective.
De Tray, Dennis N.
Rand Corp., Santa Monica, Calif.
Mar 1975 58p.
Sponsoring Agency: Rockefeller Foundation, New York, N.Y.
Report No.: P-5380
Available from: Publications, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJAN77
A micro-economic model of population growth is presented to assess the relationship between education and fertility. On the basis of population growth evidence, the author presents the following opinions: (1) the potential of education as a policy instrument to influence family size is great but ignorance of the mechanisms through which education may affect fertility is also large; (2) economic policies that directly influence wife's wages, a couple's contraceptive behavior, and the early health and nutrition of children may be a more

effective and quicker means of reducing family size than support of adult education; and (3) the trade-off that parents appear to make between the number of children they want and the investments they make in each child may be the key to middle- and long-term population policy in developing nations. The author concludes that the scarcity of economic resources makes continued research on policy instruments, like education, essential. A bibliography is included in the document. (Author/DB)

ED216439 EA014612
Demography in the United States: Some Twentieth Century Myths.
Egbert, Robert L.
Mar 1982 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); RESEARCH REPORT (143)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEOCT82
Five demographic myths related to education pose dangers to educational planning and thinking. The first myth says the return of service personnel after World War II caused the baby boom. Actually the baby boom began in 1939 and was not related to service personnel. The second myth claims the Great Depression decreased the birth and fertility rates and the number of births. Actually the decreases all began well before the Depression. Myth number three says the number of U.S. births continues to decrease. In fact the birth rate and the number of births have increased markedly in the last five years. This myth is dangerous because it has helped decrease enrollment in teacher education and may cause future teacher shortages. The fourth myth asserts the burden of the dependent population is high now. Actually it is unusually small, but it will increase after the year 2000. The last myth says that half or more of the children 18 and under live in one-parent families. In fact the figure is 22 percent, up from 12 percent in 1970. Basing programs on this myth could hurt school materials preparation, behavior counseling, and other educational activities. (Author/BW)

EJ251944 CE511360
The Demographics of Education.
Grant, W. Vance
American Education, v17 n7 p7-10 Aug-Sep 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); STATISTICAL MATERIAL (110); GENERAL REPORT (140)
Journal Announcement: CIJFEB82
This quantitative description of the current state of American education includes discussion of enrollment in educational institutions by level of instruction; elementary and secondary pupil-teacher ratios; estimated educational expenditures by source of funds; and numbers of diplomas and degrees earned. (SK)

ED237387 SO015075
Colorado Population Changes: A Source Book for Education Planners and Policy Makers.
Knop, Sheila A.
Colorado Commission on Higher Education, Denver. Colorado Lifelong Learning Project.
Mar 1983 110p.; For a related document, see SO 015 074. Small type throughout may cause marginal legibility.
Sponsoring Agency: Education Commission of the States, Denver, Colo.; Kellogg Foundation, Battle Creek, Mich.
Available from: Sheila A. Knop, 2608 Avocet Rd., Fort Collins, CO 80526 ($8.00, checks must be payable to the University of Colorado at Boulder).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEAPR84
Target Audience: Policymakers; Administrators; Practitioners
The statewide population data presented in this document should assist education program planners and policymakers in making judgments about the priority educational needs of adults in different areas of Colorado. Arranged into 4 major sections, the document presents over 35 statistical tables about Colorado's population size and growth, age and sex characteristics, urban and rural distribution, race and Spanish-origin, family and household size, marital status, household income, educational characteristics, labor force characteristics, and in-migration. The first section provides background information for users of Census and Source Book data. The second section examines Colorado's population as a whole, with comparisons between 1970 and 1980, and between Colorado and nationwide data. The third section allows comparisons to be made within the state, by presenting population characteristics of people living in eight multi-county areas. The appendices include data for each of Colorado's 63 counties and 4 geographic regions, and a sample survey questionnaire. According to the data, two rural regions, the San Luis Valley and the South East, are less affluent than their urban and metropolitan counterparts, with greater proportions of agricultural and government workers, young children and older people, and adults with less than 12 years of schooling. (LH)

ED194475 SP016934
Demographic Projections and Educational Policy Issues.
Little, Dennis L.
Jan 1980 25p.; Prepared for Subcommittee on Elementary, Secondary, and Vocational Education "Needs of Elementary and Secondary Education in the 1980's: A Compendium of Policy Papers." For entire document (microfiche only), see ED 185 660. For individual documents (microfiche and paper copy), see ED 148 691, ED 180 901, ED 180 917, ED 182 848, ED 183 695, ED 184 996, ED 185 433, and SP 016 934, SP 016 937, SP 016 940, SP 016 943, SP 016 945, SP 016 953-954, SP 016 956-977, SP 016 979-980.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR81
Significant changes in various demographic patterns include a declining birth rate, regional shifts from the "Snow Belt" to the "Sun Belt" as well as a return to rural America, an increase in female labor force participation, a general change in family structure ("kids with kids," single parent families, unmarried couples, etc.), and changes in the racial and ethnic composition of the United States. Issues stemming from these population trends include: (1) making national policy for different regional impacts; (2) managing and developing school physical plants with uncertain information; (3) fewer clients but greater needs; and (4) fitting social science curriculum to social trends. (CMJ)

EJ259537 EA515214
An American Profile: Trends and Issues in the 80s.
Long, Sandra M.
Educational Leadership, v39 n6 p460-64 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); POSITION PAPER (120)
Journal Announcement: CIJJUL82
Migrations to the Sun Belt, exodus from urban areas, the aging of the baby-boom generation, and single-parent families are significantly altering the needs and priorities of America's schools. (Author/JM)

ED221452 SO014294
The Impact of Demographic Changes on Social Programs. Joint Economic Committee, Ninety-Seventh Congress, Second Session.
Joint Economic Committee, Washington, D.C.
7 May 1982 71p.; Some pages may be marginally legible due to bleeding through of print and figures or tables containing small print type.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05728-9, $4.50).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB83
Government: Federal
The social policy implications of demographic trends are examined, to help policy makers anticipate future needs for services with greater accuracy. Crises such as energy needs and social security financing illustrate the need for greater recognition of the time dimension of public policy. Many of our most difficult problems, if they are to be tractable at all, must be addressed in a long-range setting. There are four major sections to the publication. Section A provides an overview of demographic trends. Examined are general population trends, the family and household formations, and the aging population. Section B analyzes the impact of demography on social programs and examines the budgetary implications of demographic changes. Section C deals with regional aspects of migration, the impact of demographic change on housing and community development, and central city issues. The fourth section discusses the impact of demographic trends and changes on the labor force, educational policy, income maintenance programs, and federal health programs. (RM)

On Rural Settings

Bowles, R.T.
1981 Social Impact Assessment in Small Communities. Toronto, Canada: Butterworths, 129 pages.

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Focuses on local patterns in small communities and the way they are changed by the construction and operation of projects. Presents a guarded optimism about the future and supports a humanistic orientation combined with a disciplined approach to planning for the protection of social and environmental conditions that support satisfying lifestyles in small communities. Highlights communities in Canada's resource winterland areas. An integrative review of literature that contributes to the development of knowledge regarding community processes.

Lingeman, R.
1980 Small Town America. New York: G.P. Putnam's Sons, 547 pages.

•

A comprehensive view of life in the small towns of the United States from New England to the northwest. Describes the social, political, structural and environmental factors that contribute to the development of small communities. Considers the effects of caste and class, work options and religion; customs, ceremonies, joys and sorrows; love and death.

McCannon, R.S.
1985 A Demographic Portrait of Rural Adult Learners, In the series Serving the Rural Adult. Manhattan, Kansas: Action Agenda Project.

•

Data from the National Center for Educational Statistics (NCES) has been merged with augmentation studies at six rural sites. The result is a demographic portrait of the needs, characteristics, motivations and participation patterns of rural adult learners. Available from: Action Agenda Project, University for Man, Kansas State University, 1221 Thurston, Manhattan, Kansas 66502 ($1.00).

Watkins, J.M., and D.A. Watkins
1984 Social Policy and the Rural Setting. New York: Springer Publishing Company, 207 pages.

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Introduces the reader to the study of social policy within the setting of an advanced industrial society and a changing rural environment. Presents the premise that social policy impacts rural areas differently than urban centers; that the impact is only marginal in addressing the needs of rural America. Recognizes the interdependence of rural and urban settings and the difficulty of transporting urban solutions to rural environments. Assumes basic familiarity with the historical roots of the social welfare insitution and social work practice.

ED178235 RC011660
Rural Education--Key Policy Issues.
Edington, Everett D.
9 Dec 1979 26p.: Paper presented at the Interamerican Congress on Educational Administration (1st, Brasilia, Brazil, December 9-13, 1979)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; New Mexico
Journal Announcement: RIEMAR80
Historically, urban and suburban interests have dominated educational policy at the national level, but recognition of the need for federal rural education policy is growing. Effective educational policy for rural people, who account for one-third of the U. S. population, must consider the distinctive characteristics of rural areas. Vast cultural differences exist in rural America as well as disparate socioeconomic levels, with rural people (especially rural minorities), generally below the national average. While the urban to rural population turnaround is affecting many rural communities in complex ways, other rural communities continue to lose population. Academic achievement of rural students has begun to reach the national average only recently; the same is true of rural teachers' qualifications and salaries. Financing problems are severe for isolated and sparsely populated school districts, where per pupil costs are necessarily high. Specific issues in developing policy for rural education include the pros and cons of consolidating school districts, involvement of local people in the development of their schools, financing, curriculum and personnel needs, appropriate use of educational technology, and the need for relevant research. Rural education policy, if it is to improve rural schools, must be part of a comprehensive plan for rural development. (JH)

ED027987 RC003221
The Changing Rural Scene: The Rural Setting--General.
Moe, Edward O.
17 Mar 1969 27p.: Paper presented at a conference on Solving Educational Problems in Sparsely Populated Areas (Denver, Colorado, March 17-19, 1969)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG69
In 1920, farm people comprised 61% of the rural population; in 1950, however, 60% of the rural population was composed of non-farm people. This change is attributed to increased agricultural efficiency and to expansion of industry and military services. From 1960 to 1966 the net out-migration averaged 804,000 persons per year from farm to city. Urban dwellers generally have completed more years of schooling, with rural non-farm people next and farm people having the lowest educational attainment. Rural farm and non-farm income has been shown to be substantially below that of the urban dweller. Two major factors seem to contribute to this situation: (1) earning capacities are low; and (2) incomes attained are below earning capacity. The most significant factors concerning small communities as they pertain to the educator are that small communities have fewer children than urban systems have, have a smaller proportion of adults, and have a larger number of older and dependent people. These factors must figure highly in educational planning for small communities. (DA)

ED204043 RC012755

A Portrait of Rural America: Conditions Affecting Vocational Education Policy. Vocational Education Study Publication No. 6.

Rosenfeld, Stuart

National Inst. of Education (ED), Washington, D.C.

Mar 1981 55p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV81

Government: Federal

The monograph is an attempt to describe conditions existing today in rural America that can affect the operation and impact of vocational education in rural areas and, thus, should exercise an influence on policy making. It identifies statistical patterns and characteristics common to rural areas, both within regions and those that cut across regions. It discusses: (1) characteristics of rural school districts that define and delimit their current delivery systems and their capacity for providing education; (2) demographic characteristics of the population to be served and the ability of rural communities to provide services; (3) rural poverty and deprivation that affect the need for services and the choice of criteria by which services are targeted; (4) geographic features that influence the delivery of services; and (5) labor market characteristics that affect the programs to be offered in the curriculum and the targeting of funds. The monograph also stresses that, while people in rural communities tend to be more alike than people in large cities, rural communities across the country tend to be more unlike each other than large cities across the country; therefore, local conditions need to be carefully considered in all State and Federal policies. (Author/CM)

56

ED252360 RC015118

Socioeconomic Indicators for Small Towns. Small Town Strategy.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

Aug 1982 13p.; For related documents, see ED 225 754-755 and RC 015 106-117.

Sponsoring Agency: Extension Service (DOA), Washington, D.C.

Report No.: WREP-58

Available from: Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEMAY85

Target Audience: Community; Policymakers

Prepared to help small towns assess community population and economic trends, this publication provides a step-by-step guide for establishing an on-going local data collection system, which is based on four local indicators and will provide accurate, up-to-date estimates of population, family income, and gross sales within a town's trade area. The four local indicators are discussed: (1) electric hook-ups which are used to estimate present population; (2) school enrollment which is used to project population trends; (3) sales tax collections which are used to assess present economic activity; and (4) postal delivery service and postal receipts which are used to provide a further estimate of population and economic activity in the community. In addition to these four local indicators, this publication shows how to access and interpret three important indicators available from the United States Census: (1) population by incorporated community and census districts, including data on number of households and average family size; (2) personal income, including estimates of per capita and median family income; and (3) labor force, including total employment and unemployment, and male and female labor force participation rates. Examples from the community of Willcox, Arizona are provided throughout the publication. (NOA)

57

ERIC Resources

ED049531 EA003397
Project 1990: Educational Planning at the Metropolitan Level.
Swanson, Austin D.; Lamitie, Robert E.
6 Feb 1971 20p.; Paper presented at American Educational Research Association Annual Meeting. (55th, New York, New York, February 4-7, 1971)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG71
This paper describes a project designed to provide educational decisionmakers with projections of and forecasts about future metropolitan conditions and problems, and information about the implications of alternative ways of solving metropolitan problems. Project components included (1) population and economic projections and forecasts, (2) financial implications of these projections, (3) consideration of organizational alternatives, and (4) a plan for construction of racially integrated middle schools in Buffalo, New York, and the exploration of the possibilities of metropolitan educational parks. (LLR)

EJ306109 UD511073
New Trends in Urban Demography.
Usdan, Michael D.
Education and Urban Society, v16 n4 p399-414 Aug 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN85
Discusses implications (in general and, specifically, on education), of the rapid demographic changes that are transforming the racial, regional, and age characteristics of the nation's population. Considers urban policy issues generated by these demographic trends. (GC)

On Adults

Cross, K.P.
1981 Adults as Learners. San Francisco: Jossey-Bass Publishers, 300 pages.

Provides an understanding of adults as learners derived from the review of more than 1,000 books, articles and reports. Explains the motivation of adult learners, their characteristics and circumstances through the use of two models. Analyzes barriers to increased participation by adults in higher education and the influence of self-perceptions or institutional practices.

Donahue, R.J., and R.E. Craven
1985 "Directorates spearhead merger initiative." Army 35 (7, July) 33-35. Arlington, Virginia: Association of the United States Army.

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Presents the organization of the Office of the Assistant Chief of Staff for Information Management (OACSIM) and the five directorates of the OACSIM that provide Headquarters, Department of the Army guidance and policy on the Information Mission Area (IMA). Highlights the roles of 1) the Futures and Concepts Directorate, 2) the Architecture Design and Control Directorate, 3) the Policies and Strategies Directorate, 4) the Organizational Integration Directorate, and 5) the Program Analysis and Resource Management Directorate.

Falk, S.L.
1985 "The little-big school off Buzzard's Point." Army 35 (4, April) 46-53. Arlington, Virginia: Association of the United States Army.

•

A description of the National Defense University established in 1976 and the bringing together of the National War College and the Industrial College of the Armed Forces at Fort Leslie J. McNair. Although the institution does not grant degrees, it otherwise meets the common definition of a university as a corporate institution for teaching, study and research in higher branches of learning consisting of schools or colleges. Focuses on the mission, function, and programs of the university; the diversity of the student body and collegial integration.

Hamburger, K.E., and R. Mixon
1984 "USMA educates the professors: and the winner is...rotc." Army 34(6, June) 47-49. Arlington, Virginia: Association of the United States Army.

A review of the Army's emphasis on the role of military history in formal military education through the Reserve Officers' Training Corps (ROTC) workshops at the U.S. Military Acadamy at West Point. Describes the movement of history instruction from the ROTC cadre to civilian history departments; civilian professors as 80% of workshop participants. Emphasizes approaches and responses; the multifaceted benefits of the program.

Henry, R.E.
1985 "IMA's impact on personnel and training." Army 35 (7, July) 46-49. Arlington, Virginia: Association of the United States Army.

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A review of the impact of the establishment of the information mission area (IMA) on almost 100,000 military and civilian personnel in the U.S. Army work force. Highlights the need for developing personnel relationships among the currently segregated subdisciplines of the IMA and the responsibilities of managers as mentors and trainers. Describes a three-phased approach for the development of information managers: analysis, transition, and implementation; their roles as senior trainers.

Knop, S.
1983 A Profile of Colorado's Adult Learning Needs and Resources. Denver: Lifelong Learning Project, Colorado Commission in Higher Education, 13 pages.

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Summarizes Project findings regarding learning needs of Colorado adults, resources currently available to meet needs, and organizational factors which affect distribution of learning resources. The report is divided into three major sections. First, demographic and socio-economic trends; adult role responsibilities and life transitions which imply learning needs are described. Relationships between individual learning needs and collective learning needs are discussed. Profiles of adults who have a propensity to participate in learning activity are contrasted with profiles of people who are considerably under-represented in learning activities. In the second section, learning resources available to Colorado adults are examined. Publicly-sponsored resources are described and organizational factors which affect adults' access to learning resources are noted. The final section is brief in its treatment of implications of this assessment of needs and resources. Implications are the subject of another Project publication, "Policy Options Affecting Adult Learning Services in Colorado."

Riggs, R.O., and C.R. Hedden
1984 "Mission b a: soldiers on campus." Army 34 (7, July) 43-45. Arlington, Virginia: Association of the United States Army.

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A review of the Army's response to the need for an educational network with consistent curriculum offerings for its personnel. Discusses the establishment of Servicemembers Opportunity Colleges (SOC) and Servicemembers Colleges Associate Degree (SOCAD). Focuses on the need for access to SOC and SOCAD programs by service members and the variation in methods from branch to branch. Addresses recent efforts to improve the services related to education for the military student. Highlights recognition of superior students, financial aid, scholarships, specialized academic advising, and career guidance.

EJ229585 CE509817
Six Influences on Adult Education in the 1980's.
Apps, Jerold W.
Lifelong Learning: The Adult Years, v3 n10 p4-7,30 Jun 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJAN81
Discusses the implications for adult education from six influences: (1) increase in the median age of the population, (2) inflation, (3) consumerism, (4) status of women, (5) political conservatism, and (6) public disenchantment with the current state of education. (SK)

ED200725 CE028402
Patterns of Adult Participation in Learning Activities. Worker Education and Training Policies Project.
Charner, Ivan
National Inst. for Work and Learning, Washington, D.C.
1980 90p.; For related documents see CE 028 398-412.
Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.
Contract No.: 400-76-0125
Available from: National Institute for Work and Learning, Suite 301, 1211 Connecticut Ave., N.W., Washington, DC 20036 (Order No.: PRM6, $10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP81
Target Audience: Practitioners
In the last 20 years, there has been a significant growth in the participation of adults in education and learning experiences, and a parallel growth in the awareness of the needs and desires of adults vis-a-vis education. The reasons for this growth include (1) the aging of the U.S. population; (2) the changing role of women in society; and (3) the declining enrollments of traditional college-age students combined with the evergrowing fiscal crisis in institutions of higher learning. This growth in participation in education and learning has consequences for the individual and society. This monograph is intended to provide a better and more comprehensive understanding of adult participation in learning activities. The paper first assesses participation in different types of education programs for different subgroups of the adult population. Possible reasons for participation are then explored, followed by a discussion of reasons for nonparticipation. The final section of the paper presents a summary, and policy and program implications. (KC)

EJ222013 HE512725
The Learners of the 1980s: Windex for the University Administrator's Crystal Ball.
Fretwell, E. K., Jr.
National Forum: Phi Kappa Phi Journal, v60 n1 p39-42 Win 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); CONFERENCE PAPER (150)
Journal Announcement: CIJSEP80
Higher education in the 1980s is addressed with a focus on two major questions: (1) Who are the learners likely to be? and (2) How can the higher educational community act and react in positive and future-oriented ways? Possible changes in enrollment and student characteristics, and some alternatives to the traditional educational system are explored. (JMD)

ED219639 CE033448
Data Sources on the Economic, Demographic and Educational Characteristics of Adults and Implications for Lifelong Learning. Working Papers in Education Finance, No. 37.
Hyde, William
Education Commission of the States, Denver, Colo. Education Finance Center.
Oct 1981 27p.
Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich
Available from: Education Finance Center, Education Programs Division, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($4.00).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEJAN83

Intended to help state planners, this paper focuses on the availability of information regarding the economic and demographic characteristics of adults and their participation and interest in instructor-directed lifelong learning. The first section identifies sources of data on the economic and demographic conditions of adults that may be of use to planners in determining lifelong learning program needs, especially the Adult Education Participation Survey and Current Population Survey reports. Usefulness and limitations of these data are noted. The second section speculates on the implications that some of these data have for planning state level policies for lifelong learning. In section 3 are discussed shortfalls that might be encountered in designing surveys or interpreting survey results, including omission of appropriate information/questions, omission of tuition and fee or student cost information from surveys, failure of sampling designs to include a sufficient number of subjects, and inconsistencies within surveys. Section 4 makes these general observations about the future of lifelong learning as it relates to statewide planning: growth in the number of adults shows potential for more participation, financial support for lifelong learning activities will influence enrollments, disposition of state politicians toward lifelong learning is important to funding, and progress in planning and funding will be uneven. (YLB)

ED200735 CE028412
Adult Participation in Education: Past Trends and Some Projections for the 1980s. Worker Education and Training Policies Report.
Moeni, Jamshid
National Inst. for Work and Learning, Washington, D.C.
1980 66p.; For related documents see CE 028 398-411.
Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.
Contract No.: 400-76-0125
Available from: National Institute for Work and Learning, Suite 301, 1211 Connecticut Ave., N.W., Washington, DC 20036 (Order No.: PRM 11, $10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: POSITION PAPER (120); RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP81
During the 1970s, unprecedented numbers of American adults returned to school. The reasons for this growth and what trends in adult education can be projected for the future are the subject of this policy research monograph. The monograph began with the question, "What will the clientele and scale of adult education likely be in 1990 if present trends continue and if there are no marked changes in the way work institutions, education institutions, and American workers behave toward adult education?" The report is a portrayal of the next ten years of adult education, assuming continuation of past trends in participation for various age, sex, race, educational attainment, and income groupings in the population. It assumes no significant change in the way major work and educational institutions value and support worklife education opportunity. These projections suggest a future of widening disparity in educational attainment between majority and minority population, between the more affluent and the less afluent, younger and older adults, and between high educational achievers and those with low prior educational attainments. (KC)

ED213927 CE031642
The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.
National Home Study Council, Washington, D.C.
1982 11lp.
Available from: National Home Study Council, 1601 18th St., N.W., Washington, D.C. ($8.00).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG82
In a series of three workshops in 1981, a group of experienced home study educators, education technologists, and informed people from state and federal government, private industry, and trade associations tackled the questions, "What lies ahead in home study, for 'distant education,' in the next 20 years? How should educators plan for the future?" From these discussions a number of predictions, including the following, were made: (1) Distant education (D/E) enrollment will be part of a more complex living-learning-working-recreating social pattern, with mid-career changes accepted, people living longer, and recruitment to D/E being either through leisure time minicourses or through convincing people that D/E can help them better themselves financially or otherwise. (2) Print correspondence text materials will be the key component in the D/E education package of 2001, but educators will make use of radio, telephone, and audiovisual devices in conjunction with the printed materials. (3) D/E students will continue to want contact with instructors on a regular basis: D/E educators will admit that not all students can be served by this method, but it will become increasingly popular as the cost of attending resident schools climbs. (4) Professionals will be able to earn credentials in their fields via D/E. (5) Providers of D/E will make materials and services available wholesale to companies, professional organizations, and schools, and employers will play a greater role in financing D/E activities for their employees. (The major part of the report consists of more than 40 brief essays on the future.) (KC)

On Race, Ethnicity

Dolman, G. Jr., and N.S. Kaufman
1984 Minorities in Higher Education: The Changing Southwest - Colorado. Boulder, Colorado: Western Interstate Commission for Higher Education (WICHE), 34 pages.

*

The report highlights changes in racial/ethnic representation in Colorado, and relates demographic changes to concerns about student enrollments. Data on educational attainment, school enrollment, and income for persons of different races/ethnic origin are included. Colorado population growth from 1960 to 1980 is traced for persons of different race/ethnicity and population projections by race/ethnicity extend to the year 2000. Policy questions are raised, and a bibliography of other literature is cited. Data are from the 1980 Census and the Higher Education General Information Survey (HEGIS).

Fleming, J.
1984 Blacks in College, A Comparative Study of Students' Success in Black and White Institutions (December). San Francisco: Jossey-Bass Publishers.

*

Assessment of a four year study of whether black college students are better served by black colleges or predominately white colleges. The study is conducted in a variety of academic settings: small colleges and large universities; urban and rural institutions; and northern and southern institutions. Compares the impacts of college on students by race, and by race and sex. Recommendations are presented to black and white institutions on how to improve the educational experience for all students.

Jaramillo, M., and P.N. Ylvisaker
1984 Making Something Happen: Hispanics and Urban High School Reform, Volumes I and II. Washington, D.C.: National Commission on Secondary Schooling for Hispanics, 163 pages.

*

A two-volume package by the research branch of the Hispanic Policy Development Project. The National Commission Office is at 1001 Connecticut Avenue, NW, Suite 310, Washington ,D.C. 20036. Reports the results of studies of Hispanic secondary education including methodological considerations, findings, recommendations, data presentations and reflections. Volume I provides the findings and recommendations for educational improvement; Volume II contains supporting documentation and thought pieces. The Hispanic Development Project also has other publications and seeks to influence policy.

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1984 Status of Minorities in Colorado Public Higher Education: Focus on Faculty and Staff, Fiscal Year 1983-84 (July). Denver: Colorado Commission on Higher Education, 87 pages.

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The report provides 1979-80 and 1983-84 counts of full-time and part-time faculty and staff by race/ethnic origin, sex, and occupational grouping. Counts of male and female students (head count, early fall, 1983) by race/ethnic origin are also provided. Data are reported for four sectors: state-wide; university sector; comprehensive and baccalaureate sector; and two-year sector. Minority representation in higher education is evaluated by rough comparisons of these data with data from the 1980 Census. Also included is information on test scores, attrition rates, and income characteristics of minorities. Data sources include the Higher Education Staff Information Survey (EEO-6) and a special student headcount, both conducted by CCHE.

ED249307 UD023764
Hispanic Dropouts: Community Responses.
Orum, Lori S.
National Council of La Raza, Washington, D.C.
Jul 1984 27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB85

This paper focuses on the dropout rate of Hispanic students and provides an overview of dropout programs developed by Hispanic community-based organizations (CBOs). First, the paper documents the disproportionately high percentage of Hispanic dropouts, and considers the way in which school districts compile and report dropout statistics. Next, dropout causes and contributing factors are described. These include family background and responsibilities; parental expectations; school experiences; low socioeconomic status; lack of support from teachers and counselors and from student programs; and the fact that many Hispanic students attend schools with limited resources. Low student achievement and the resulting tendency to drop out are also linked to the widespread enrollment of Hispanics below grade level--a prevalent problem among the limited English proficient. Because of their limited financial resources, Hispanic CBOs are said to rely largely on existing services for presenting or helping dropouts. New programs are initiated, it is said, only when existing ones are inadequate and when funding can be obtained from shrinking government funds and other sources. The programs developed by Hispanic CBOs, however, are described as different from other public and private programs in both philosophy and operation: they are based on the assumption that youth and adults who have dropped out can and will succeed if given the right opprtunity and environment. (GC)

ED242824 UD023478
Hispanics and Vocational Education.
Schlef, Aileen
National Council of La Raza, Washington, D.C.
Dec 1981 46p.; Prepared for the Hispanic Youth Employment Research Center.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); GENERAL REPORT (140)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG84

Several issues related to the implementation of vocational education programs for Hispanic Americans are investigated in this paper, material for which came from a review of literature on the subject, government documents, and interviews with public officials. Issues explored include: (1) The history and current status of vocational education programs with an emphasis on administrative factors, program results, and degree of Hispanic participation; (2) the relevance of vocational education programs for Hispanics, taking into account demographic and socioeconomic characteristics which influence the extent to which Hispanics utilize and benefit from such programs; (3) civil rights issues concerning vocational education and Hispanics; and (4) recommendations for changing vocational education policies to better meet the needs of the disadvantaged, specifically Hispanics. (Author/CMG)

ED249308 UD023765
Selected Statistics on the Education of Hispanics. Hispanic Statistics Series No.6.
Vincent, Andrea; Orum, Lori S.
National Council of La Raza, Washington, D.C.
Jul 1984 39p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB85

This paper presents recent data on the education and educational status of Hispanic Americans. The focus is on participation in elementary and secondary schools, and on the factors that prevent school completion and access to higher education. All included data are footnoted by source to facilitate further research, but the primary source of information for this overview is the Bureau of the Census. Statistics are organized under these headings: (I) demographic overview; (II) school enrollment; (III) educational conditions; (IV) aspirations and expectations; (V) segregation; and (VI) postsecondary education. The data presented reveal that Hispanics do not benefit from or participate in the nation's educational system to the same degree as other population groups. These data also reflect limitations of national efforts to collect, analyze, and publish data on Hispanics; specifically, regional and local statistics on the educational status of Hispanics are largely unavailable. (KH)

ED240207 UD023352

Minorities in Higher Education. Second Annual Status Report.

American Council on Education, Washington, D.C.

[1983 24p.; A publication of the Office of Minority Concerns.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: STATISTICAL MATERIAL (110); GENERAL REPORT (140)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUN84

An overview of the status of education and other demographic characteristics for Asian Americans, Blacks, Mexican Americans, American Indians, and Hispanic Americans is given in this report. Major findings follow: (1) In 1982, 36.5 percent of Black families and 29.9 percent of Hispanic families had incomes below poverty level, as compared to 9.1 percent for Whites. (2) 37.7 percent of all Black, and 35.2 percent of all Puerto Rican families were headed by single women. (3) Of female-headed nonwhite families, 70 to 80 percent live in poverty. (4) Almost 18 percent of Blacks and 10 percent of Hispanics were functionally illiterate in 1979. (5) All but two of the largest school systems in the country had enrollments of more than 50 percent minority students. (6) Black and Native American women outnumber men in higher education enrollments. (7) The proportion of Black and Hispanic high school graduates who go on to higher education declined between 1975 and 1980. (8) Over half of Hispanic and Native American students and over 40 percent of Black and Asian students were enrolled in two-year colleges. (9) Blacks received 6.4 percent and Hispanics 2.3 percent of the bachelor's degrees awarded in 1980. (10) Native American enrollment in professional schools dropped 35.9 percent between 1976 and 1980. (11) In 1979, 4.4 percent of faculty were Black and 1.4 percent were Hispanic. (Author/GC)

72

ED231579 RC014185

The Hispanic Population of the United States: An Overview. A Report Prepared for the Subcommittee on Census and Population. U.S. House of Representatives, 98th Congress, 1st Session. Committee Print 98-7.

Library of Congress, Washington, D.C. Congressional Research Service.

21 Apr 1983 201p.

Sponsoring Agency: Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV83

Government: Federal

Utilizing census data primarily accumulated prior to the 1980 Census, the report provides a demographic profile of Hispanics in the United States. The 10 chapters examine and report findings in 4 key policy areas: education, employment, health, and housing. Information covers such topics as regional distribution of Hispanics; age; income; educational access and achievement; private and public elementary and high school enrollment; students' geographic location; postsecondary education enrollment; language characteristics; the language barrier; the Bilingual Education Act; evaluation of Title VII (Elementary and Secondary Education Act); state efforts to improve educational access; state appropriations; the National Assessment of Educational Progress Study; American Institutes for Research (AIR) report; the Children's English and Services Study; Hispanic participation in the U.S. labor market; changes in the Hispanic labor force; relative unemployment; employment; occupational distribution; historical employment trends; employment problems (education, duration of and reasons for unemployment); access to and utilization of the health care system; and Hispanic housing (physical adequacy, affordability, tenure, location, displacement, and discrimination). Forty-one key court decisions in the four policy areas are reviewed, e.g., Lau v. Nichols, University of California Regents v. Bakke, Gomez v. Pima County, Espinoza v. Farah Manufacturing Co., Guerra v. Bexar County Hospital District, and Village of Arlington Heights v. Metropolitan Housing Department Corp. (NOA)

73

On Migration

Knop, S., and E. Knop
1985 "Educational challenges of migration in Colorado." PACE 2 (1, Winter) 9-11. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

Presents the need for education planners and policy makers to anticipate and manage the effects of net migration and the resulting demands on facilities, budgets and teachers; to be sensitive to the effects of turnover migration. Offers practical suggestions for educator response focused on seeking and providing information; managing population fluctuations; encouraging understanding of population movement and change within communities. Emphasizes the need to counter complacency regarding educational improvements and to secure a promising future for Colorado citizens through an on-going process of education designed to encourage alertness to changing local conditions.

ED214715 RC013254
Population Change and Community Services: The Case of the Public Schools. Staff Paper Series #28.
Moore, Dan E.; Alter, Theodore R.
Pennsylvania State Univ., University Park. Coll. of Agriculture.
Apr 1980 32p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 24-26, 1979).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEAUG82
Enrollment changes between 1970 and 1976 in the 504 public school districts in Pennsylvania were examined in light of "turnaround" (revival of growth in nonmetropolitan areas). Each district was classified into one of four categories according to the size of the largest urban place in the district, so that enrollment changes within metropolitan and nonmetropolitan counties could be examined. The general "turnaround" literature was supported in that there were higher rates of growth in nonmetropolitan counties. On the average, more rural school districts were growing while all other district categories were declining. "Turnaround" was not happening everywhere; many rural communities were still losing population. As the category of decline increased, local revenue sources were depended on more, and per pupil expenditures became higher. However, school enrollment changes (both decline and growth) provide opportunity for rethinking the role of the school as a "mechanism for rural development." Schools, especially in rural communities, are key institutions. Decline in number of students need not imply decline in commitment to or quality of public education. The potential for strengthened education programs and more viable communities is clearly present if we can get beyond negative connotations of decline and unquestioning faith in the goodness of growth. (BRR)

ED212451 RC013188
Education for Mobile Populations in America: A Rationale for the Office of Migrant Education, U.S. Department of Education. Revised.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
Mar 1981 18p.; Paper copy not available due to publisher preference.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN82
Highlighting the fact that a different concept in delivery is required to provide educational programs and services to mobile populations, this paper describes the special educational needs of mobile students, gives the legislative history that has led to creation of an administrative structure to fulfill those needs, and suggests policies and programs that should be implemented. Following a discussion of the unique issues involved in delivering educational services to migrants and other mobile populations, an outline of the various amendments to the Elementary and Secondary Education Act of 1965 is provided. The next section points out the need for coordinated program operations throughout the educational system at the national, state, and local levels from preschool through postsecondary levels. This section also discusses the Migrant Student Record Transfer System, the training of school personnel in the technology required for operating and managing a mobile education system, the development of a system to educate the student who is mobile while pursuing a postsecondary degree, the various programs which have been established for the postsecondary student, and the need for interstate communication and credit accrual and exchange. The paper concludes by recommending areas of needed research and a reporting procedure for the Office of Migrant Education. (CM)

On Education in Demographics

Knop, S., and R. Nelsen
1985 Demographic Insights for Education Planners: Selected Analysis of Census Data on the Colorado Population. Fort Collins, Colorado: Population Dynamics for Colorado Educators, Colorado Commission on Higher Education.

*

Presents more than thirty tables of summary data on the Colorado population. Regions used for analysis include the entire state, sixteen county groups, metropolitan and non-metropolitan regions, and six county groups. Uses age, enrollment, and schooling completed controls with the variables of sex, minority status, household responsibility characteristics, household income and occupation; migration disability, employment and poverty status; ability to speak English. Contains both data and analytic comments.

ED148705 SO010612

Sociopolitical and Educational Climates for Population Education in the United States.

Poffenberger, Thomas

Mar 1975 46p.; Paper presented at National Institute of Child Health and Human Development, Population Education Workshop (Elkridge, Maryland, March 12-14, 1975)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEMAY78

The paper reviews major issues in population education. It offers suggestions for clarifying objectives of population education courses so they will be consistent with both the interests and needs of a society and individuals and groups within the society. Population education is defined as an educational process which assists the individual in gaining literacy in all areas of population study. A review of literature related to population education reveals that scholars in these areas disagree on whether courses on population (1) should be problem oriented or discipline oriented; (2) should be value-free or related to social values; and (3) should offer information and/or assistance to youth regarding effective fertility control. There is also a lack of consensus on whether controversial issues such as minority population growth rates, sterilization, abortion, adolescent pregnancy, and government-sponsored food distribution to poorer nations should be dealt with in the schools. In addition to a lack of consensus in these areas, other major problems exist in population education programs. Many of these programs fail to observe local educational needs and minority group opinions, fail to base courses on information which would enhance rational decision making on an individual and social level, and have a propensity to assign population courses to teachers to whom adolescents do not relate. The conclusion is that population education should be taught as a problem-oriented subject and should consider the needs and interests of the individual student, the family, the community, and society. (Author/DB)

Resources:
National Center for Education Statistics,
Education Commission of the States,
Western Interstate Commission on
Higher Education and Colorado
Commission on Higher Education

The National Center for Education Statistics (NBCS, U.S. Department of Education, 400 Maryland Avenue, S.W., Brown Building, Room 606, Washington, D.C. 20202), the Education Commission of the States (ECS, 1860 Lincoln, Denver, CO 80295), the Western Interstate Commission on Higher Education (WICHE, P.O. Drawer P, Boulder, CO 80302), and the Colorado Commission on Higher Education (CCHE, Heritage Center, 1300 Broadway-2nd Floor, Denver, CO 80203), all gather and report data of interest to education planners. A number of their publications have been cited elsewhere in this volume. Several additional "education statistics" references are noted below. Data tables of the NCES are described in Appendix B.

ED223010 EA015185
Projections of Education Statistics to 1990-91. Volume II: Methodological Report.
Frankel, Martin M.; Gerald, Debra E.
National Center for Education Statistics (ED), Washington, DC.
1982 51p.; For related documents, see ED 204 859 and EA 015 150.
Report No.: NCES-82-402B
Available from: Statistical Information Office, National Center for Education Statistics, Mail Stop 1001, 400 Maryland Avenue S.W., Washington, DC 20202 (free).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR83
Government: Federal
This methodological report describes in five chapters the techniques and assumptions that underlie and greatly influence the projections shown in the first volume of "Projections of Education Statistics to 1990-91." Chapter 1 describes the general methodology and assumptions used to produce the projections in Volume I. Chapters 2 through 5 provide specific information on the methodology and assumptions used to produce the projections for each corresponding chapter of Volume I. Each of these chapters contains the following information: (1) a description of the basic methodology; (2) tables of projection equations and related statistics; (3) tables of percentages and rates used to make projections; (4) a table of basic assumptions underlying the projections; and (5) a table describing the methods used to estimate missing data items. The report's appendix contains tables of economic and demographic time-series data that were also used to produce the projections in Volume I. (Author/MLF)

ED244402 EA016861
Digest of Education Statistics, 1983-84. 21st Edition.
Grant, W. Vance; Snyder, Thomas D.
National Center for Education Statistics (ED), Washington, DC.
Dec 1983 238p.
Report No.: NCES-83-407
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00191-8; $6.50).
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT84
Government: Federal
In 6 chapters, 173 tables, and 12 figures, this document provides large amounts of statistical data on most aspects of United States education, both public and private. The chapters cover (1) all levels of education, (2) elementary and secondary education, (3) college and university education, (4) adult and vocational education, (5) federal programs for education and related activities, and (6) special studies and statistics related to education. Information is contained on a variety of subjects including the number of schools and colleges, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Among the data appearing for the first time in the document are the following: the state figures on the transportation of public school pupils; enrollment in public schools by grade span; a distribution of public schools by size of enrollment; schools, enrollment, staff, and finances in 120 of the largest school systems; trends in graduate enrollment in institutions of higher education; courses taken by participants in adult education; and data on the use of computers in public schools. A short introduction points out major findings, while each chapter has brief overviews of significant trends. An index is included. (MLF)

ED215399 EA014499
Community Information in Education. A Handbook of Standard Terminology and a Guide to Its Collection and Use. State Educational Records and Reports Series, Handbook VIII.
Harris, Yeuell Y.
Miami Univ., Oxford, Ohio.
[1980 265p.
Sponsoring Agency: National Center for Education Statistics (DHEW), Washington, D.C.
Contract No.: 300-760-570
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00009-1; $7.50).
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); DICTIONARY

(134)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP82
Government: Federal
Target Audience: Practitioners
As an aid for administrators in state and local education agencies, community colleges, and noneducational service agencies, this handbook tells how to gather community information needed for educational planning and decision-making. Information sources, terminology, and definitions are included, as well as guidelines for the use of such data. The first two chapters present an introduction to community information. Six further chapters examine the classification of community data on population, land use, and social structure and discuss available published resources, information gathering from local sources, community survey methods, techniques of data use, and definitions of the data items used. Tables and charts provide examples of community information. In eleven appendices, the authors include a glossary of terms, sample community profile charts, an explanation of the Standard Industrial Classification system, hints on using federal census data, and a guide to the literature. (RW)

ED225306 EA015536
Digest of Education Statistics, 1981.
National Center for Education Statistics (ED), Washington, DC.
Feb 1981 252p.; Marginally reproducible because of small print. For related documents, see ED 202 085 and EA 015 306.
Report No.: NCES-81-400
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
Language: English
Document Type: STATISTICAL MATERIAL (110)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN83
Government: Federal
Statistical information on all levels of public and private education in the United States are presented in 6 chapters, 14 figures, and 196 tables. The first chapter covers all educational levels. Chapters 2 and 3 review elementary and secondary education and college and university education, respectively, while the remaining three chapters look at adult and vocational education, federal programs for educational purposes, and special studies and statistics related to American education. The data refer chiefly to the 1970s and the first 2 years of the 1980s, but historical series are provided that go as far back as 1869. Among the variables covered are enrollment, schools and school districts, states, instructional levels, educational attainment, educational finance (including income, expenditures, and federal, state, and local funding), transportation, retention and dropout rates, educational achievement (using data from the National Assessment of Educational Progress), subject areas, special education, teachers and other staff, salaries, literacy, urban schools, student characteristics (race, age, sex, and socioeconomic status), preprimary education, vocational education, foreign educational statistics, federal outlays and programs, libraries, museums, educational television, and the general population's employment status, occupation, industry, and income. An index is included. (RW)

ED232513 HE016393
State Postsecondary Education Profiles Handbook, 1982-83 Edition. Report No. 88.
Education Commission of the States, Denver, Colo.; National Center for Higher Education Management Systems, Boulder, Colo.; State Higher Education Executive Officers Association.
Feb 1982 298p.; For a related document, see HE 016 381.
Available from: Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($15.00).
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEDEC83
Information about postsecondary education in the 50 states and the District of Columbia is presented into four main parts. The first part provides a narrative description of the state-level coordinating or governing agency, institutional governing boards, current master planning activities, the 1202 commission, the state student assistance agency, the state board of vocational education, the state-level organization for private colleges, the state licensure or approval agencies, and voluntary or statutory committees for educational articulation. Part two presents descriptive statistics including 1981 information about state population and trends, state and local financial base, state and local governmental spending and spending on higher education, institutional revenues and expenditures, enrollment trends, facult, characteristics, and student tuition and fees. The third part contains a listing of the annual and biennial reports published by state agencies that are available for distribution, along with recently published special reports and studies (titles, publication date, availability, and major issues). Lastly, part four lists special reports and studies currently in progress or being planned. Summary tables, data sources and references, a list of national associations representing state agencies, and a list of state higher education executive officers are appended. (SW)

Futures References

Allen, K.K., J.L. Dutton, G. Manser, L.J. Peterson, and W.D. Rydberg, eds.
1982 The Shape of Things to Come: 1980-1990. Washington, D.C.: The National Center for Citizen Involvement/Aid Association for Lutherans, 20 pages.

*

A report for policy-makers and planners in government, media, labor organizations and the voluntary sector. Represents the beginning of a search to understand and to strengthen the involvement of Americans in the solutions of public problems. Focuses on attitudes and values, empowerment, obstacles to involvement, the volunteer community, the role of government, and work experience. Reviews the impact of demographics and lifestyles, corporate and union involvement; funding and planning for the future.

Aslanian, C.B., and H.M. Brickell
1980 Americans in Transition: Life Changes as Reasons for Adult Learning. New York: College Entrance Examination Board, 172 pages.

*

Contains the causes and the timing of adult learning resulting from a study involving almost 2,000 adult Americans 25 years of age and older. Provides descriptions and explanations of adult learning, a profile of learners and non-learners, the reasons for learning and triggering events. Offers implications for providers, counseling and policy making groups, adults and scholars.

Astin, A.W.
1985 Achieving Educational Excellence. San Francisco: Jossey-Bass Publishers.

*

Describes a view of excellence that focuses on the development of students' talents and, in the author's view, is more compatible with the missions of higher education than a view based on a hierarchical ranking of colleges. Presents practical steps institutions can take to improve academic and personal development, challenging arguments and practical information for administrators and faculty members. Presents the most recent findings of the Cooperative Institutional Research Program (CIRP).

Barr, M.J., L.A. Keating and Associates
1985 Developing Effective Student Services Programs. San Francisco: Jossey-Bass Publishers.

*

Examines the skills and knowledge required to develop student services programs in diverse types of institutions. Presents a planning model that can be applied to counseling, financial aid, admissions, services for international students and housing areas. Describes the methods required to plan and carry out all phases of the program development process. Divided into four parts, the resource examines 1) the influence of institutional and social economic factors on program development; 2) assessing student needs and goal setting; 3) program development; and 4) issues facing higher education today and in the next decade (e.g. increasing numbers of adult learners, competition for scarce resources, and high technology).

Bok, D.
1982 Beyond the Ivory Tower: Social Responsibilities of the Modern University. Cambridge: Harvard University Press, 318 pages.

*

A comprehensive analysis of the difficulties facing a modern university in its attempts to be socially responsible. Illustrates the conflicting roles of primary campus groups: student and faculty "activists"; faculty "conservatives" and administrators whose responsiblilties frequently force mediation. Considers the concepts of academic freedom, university autonomy and institutional neutrality and their effect on use of university resources in the outside world. Examines ways the major research university might respond to society's needs.

Bowen, H.R.
1982 The State of the Nation and the Agenda for Higher Education. San Francisco: Jossey-Bass Publishers, 212 pages.

*

This text examines higher education's role in guiding and shaping our future. The author predicts that the concerns of the future will be different from those of the present and that this change challenges present notions of how youth should be educated. The proposed role for higher education stems from an appraisal of American higher education today and a survey of state-of-the-nation trends.

Cornish, E., ed.
1978 1999 - The World of Tomorrow. Washington, D.C.: World Future Society, 159 pages.

*

An anthology designed to interest newcomers to the study of the future as a field of knowledge. Selected from the Futurist, these articles reflect the diversity found in the magazine and are divided into four sections: 1) The Future as History; 2) The Future as Progress; 3) The Future as Challenge; and 4) The Future as Invention. Emphasizes the need for society to be creative in meeting the problems of today in order to mold a better future.

Eble, K.E., and W.J. McKeachie
1985 Improving Undergraduate Education Through Faculty Development: An Analysis of Effective Programs and Practices. San Fransisco: Jossey-Bass Publishers.

*

Analyzes faculty development programs that have received grant support from the Bush Foundation. Examines the nature, purposes, trends and outcomes of programs in a variety of representative institutions. Includes descriptions of common practices, problems and new approaches related to planning, administration and evaluation.

Gamson, Z.F. and Associates
1984 Liberating Education. San Francisco: Jossey-Bass Publishers.

*

Provides a redefinition of the goals of liberal education to meet today's needs and a new strategy for revitalizing higher education. Discusses ways to improve teaching practices, student development, program evaluation and course content. Highlights the need to develop students' critical awareness, their skills of inquiry and analysis, self-assurances and independence. Focuses on what is right about higher education in the United States by examining a number of innovative programs. Explores experimental and established programs in small, large, public and private institutions. Explains the practical steps needed to achieve a liberating education.

Gardner, D. P.
1983 A Nation at Risk: The Imperative for Educational Reform. Washington, D.C.: U.S. Government Printing Office, 65 pages.

*

The report of the National Commission on Excellence in Education provided to the U.S. Department of Education; Secretary of Education T.H. Bell. Makes a connection between educational programs and the successful growth and development of America. Argues that U.S. educational systems have slipped into relative mediocrity. Compares educational institutions in the U.S. to those in other industrialized nations of the world. Provides recommendations to improve education in America and suggests means of implementing the recommendations. Recommendations include changing content of courses, increasing standards and expectations, increasing time in school, improving teaching quality, and increasing educational leadership and support.

Gardner, J.W.
1961 Excellence. New York: Harper and Row Publishers, 171 pages.

*

A review of the conditions under which excellence is possible in our kind of society and the kinds of equality that must be honored and cannot be forced. Discusses three competing principles present in our society: hereditary privileges, equalitarianism and competitive performance; their variation from one activity to another. Focuses on talent, education as a sorting-out process, motivation and the clash between emphasis on individual performance and restraints on individual performance. Stresses the aims of a free people and the many kinds of excellence; individual fulfillment.

Gisi, L.G., and S. McCune
1982 Education for a High Technology Economy. Denver: Education Commission of the States, 44 pages.

*

Identifies education as a key in the economic and social well-being of an increasingly technological America. Locates much of the responsibility for educational standard declines in faulty education policies and poor utilization of human and technological resources. Provides corrective alternatives for several policy making levels. Suggestions include better interagency cooperation, seeking funding alternatives, and increasing data gathering and interpretation. Development and articulation of specific education goals, based on social needs, and improved information sharing summarize the report in key points.

Hawkin, P.J., J. Ogilvy, and P. Schwartz
1982 Seven Tomorrows: Toward a Voluntary History. New York: Bantam Books, 235 pages.

*

The author's purpose is to project alternative futures so that responsible and intelligent choice is possible. Seven scenarios are presented for the U.S. over the next 20 years. Key factors in the scenarios include: energy, climate, food, the economy and values.

Hipps, G.M., ed.
1982 Effective Planned Change Strategies. In New Directions for Institutional Research Series 33 (March). San Francisco: Jossey-Bass Publishers, 135 pages.

*

Planned change aimed at increasing leadership and managerial capability in postsecondary education settings is the focus of this book of readings. Team leadership, and faculty and administrative development are stressed. Three case studies are presented, and a series of planning guidelines or checkpoints are provided.

Jacobs, F., and R. J. Allen, eds.
1982 Expanding the Missions of Graduate and Professional Education. In New Directions for Experiential Learning Series 15 (March). San Francisco: Jossey-Bass Publishers, 115 pages.

*

Examines and assesses emerging trends in graduate and professional education with emphasis on experiential components. The contributing authors (10) participated in The Task Force on Graduate Education sponsored by the Council for the Advancement of Experiential Learning (CAEL). Based on two fundamental assumptions: 1) that a pluralistic and diversified approach to professional graduate studies is necessary; and 2) that experience-enriched learning can be superior learning on the graduate level. Suggests including experiential components in graduate program areas; examines criteria and procedures used in assessing programs; traces the roots of experiential learning in graduate education; offers a model for assessment and proposes review of the underlying assumptions of graduate education.

Minzey, J. D., and C.E. Le Tarte
1979 Community Education: From Program to Process to Practice. Midland, Michigan: Pendell Publishing Company, 228 pages.

*

Revision of a previous book entitled Community Education: From Program to Process. The new edition addresses issues such as community development vs community involvement; the relationships between community education and other service-providing agencies, especially the neighborhood school; and conceptualization of community educational philosophy. Establishes the author's position on the concept of process; and concerns over the direction of the national movement. Discusses other issues such as the history of community education, recreation, organizing a community; evaluating, financing, and staffing community education.

Mitchell, A.
1983 The Nine American Lifestyles. New York: Warner, 302 pages.

*

Presents the results of values and lifestyles (VALS) studies of the Stanford Research Institute. Describes nine lifestyles, for purposes of comparison, which were developed from an extensive national survey. Permits the description of society , comparison within and between societies, and determination of the nature and direction of lifestyle changes. Details the 1980 methodology and survey items. Identifies a typology for categorizing future change and describes the method for applying the VALS typology to nations, individuals and elements of society.

Naisbitt, J.
1982 Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books, 290 pages.

*

Presents and overview of the restructuring of America by looking at ten trends such as the transformation: from an industrial society to an information society; from short term to long term; from representative to participatory democracy; and from north to south. The trends are based on content analysis of newspapers in five trend setting states: California, Florida, Washington, Colorado and Connecticut. The trends tell the direction the country is moving with the intent of providing an environment for decision making.

Patton, C.V.
1978 "Mid-career change and early retirement." Evaluating Faculty Performance and Vitality. In New Directions for Institutional Research 20. San Francisco: Jossey-Bass Publishers, 69-82.

*

The role that career change and early retirement programs might play in increasing faculty vitality and performance is explored. Early retirement alternatives examined include individual and group-based early annuity with and without partial employment; full salary annuity, severance payment, continued annuity contribution and liberalized benefits schedule. Evaluation criteria, career alternatives and early retirement (as a qualitative versus a quantitative change for the institution) are reviewed.

Romer, R., and W. K. Coors
1980 Private Choices, Public Strategies: Growth, Development and Investments; Colorado 1980-2000,

Volume I- "Findings". Denver: The Blue Ribbon Panel, 70 pages.

*

Reports the findings of a twenty-two member blue ribbon panel tasked to assess the future of Colorado through the year 2000. Includes projections of economic and demographic growth, state government costs, and the need for investments for growth. Concludes that population growth will continue faster than the rest of the nation and the growth will place demands on the services and resources of the state. Recommends public sector investment planning in the areas of education, energy, housing, and training the unskilled or underemployed; that additional studies be conducted in these same areas of concern.

Toffler, A.
1980 The Third Wave. New York: Bantam Books, 537 pages.

*

A book about a potentially hopeful pattern of events in the world today. Views seemingly unrelated events or trends as interconnected and part of a larger phenomenon. A synthesis of the old civilization many of us knew and the new civilization in our midst. Presents reasons for long-range optimism. Describes the dying industrial civilization as a techno-sphere, a socio-sphere, an info-sphere and a power-sphere. Shows the relationship of these parts to each other. Holds that a civilization makes use of certain processes and principles; develops its own super-ideology to explain reality and to justify its own existence. Concludes we are already resisting or creating the new civilization.

Toffler, A.
1974 Learning for Tomorrow, The Role of the Future in Education. New York: Vintage Books, Random House, Inc., 421 pages.

*

This book of readings is focused on the need to promote future consciousness in our schools and colleges. A strategy involving new organization of knowledge is proposed to help lessen the gap between technological and social change. The appendix gives examples of innovative course syllabi and other resources for youth and postsecondary educators.

Young, K.E., C.M. Chambers, H.R. Wells and Associates
1983 Understanding Accreditation. San Francisco: Jossey-Bass Publishers.

*

Provides a comprehensive guide to postsecondary accreditation for a number of audiences. Reviews the purposes, changing characteristics and criticisms of accreditation as a voluntary process for self-regulation, focuses on making the procedure a positive experience. Discusses common characteristics of accrediting organizations, persons and groups who should be concerned about accreditation, and the issues confronting program and institutional accrediting bodies. Includes a list of groups recognized by the Council on Postsecondary Accreditation (COPA), an extensive bibliography and a Policy Statement on the Role and the Value of Accreditation.

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1984 Involvement in Learning: Realizing the Potential of American Higher Education. Washington, D.C.: National Institute of Education, Government Printing Office, 98 pages.

*

This text reports the findings and recommendations of the NIE study group on higher education. The central conclusions of the report are that there is need to expand public involvement in the pursuit of educational excellence, and for adequate data on current levels and types of participation in higher education.

- -
1983 The Condition of Education, 1983 Edition. Washington, D.C.: National Center for Education Statistics.

*

A status report on American education, including chapters on elementary/secondary, higher, vocational, adult education, and teacher preparation. Each chapter presents data and accompanying discussion in the context of basic educational components: participants, resources, programs, and outcomes. While for the U.S. as a whole, individual states are compared in some data tables. Data are from several sources, so tables and charts must be cautiously compared or interpreted. The appendix contains discussion of data sources and comparability of those sources, together with definitions of key terminology.

- -
1981 Three Thousand Futures: The Next Twenty Years for Higher Education. San Francisco: Jossey-Bass Publishers, 439 pages.

*

The Council's report examines possible strategies for administrators and faculty leaders of 3000 American higher education institutions in light of projected enrollment declines and shifting funding patterns.

ED185927 HE012634
Old Myths and New Realities: Restructuring Student Services for Adult Learners.
Brodzinski, Frederick R.
6 Mar 1980 9p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 6, 1980)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIESEP80
Trends in the enrollment of adult students in higher education are examined, and some inappropriate policies and procedures presently in effect at colleges and universities that are obstacles to adult learners are discussed. The demographic picture of the adult student population is presented as are projections for the general population and potential student market. Increases in the adult population are charted, and a graph of the age distribution until the year 2000 is included. Ways in which the student services/student affairs area may adapt its policies, programs, and procedures to better serve adult learners and to avoid creating obstacles to continued adult student enrollment are considered. (SW)

ED207188# EA013966
The Future of Education: Policy Issues and Challenges.
Cirincione-Coles, Kathryn, Ed.
1981 274p.
Report No.: ISBN-0-8039-1539-X
Available from: Director of Publications, Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 ($9.95, Softcover).
Document Not Available from EDRS.
Language: English
Document Type: COLLECTION (020); POSITION PAPER (120); BOOK (010)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB82
Twenty articles, with an introduction, discuss future educational policies and problems in light of contemporary demographic, economic, political, cultural, technological, and social-psychological changes. The articles are grouped into three sections. Section one, comprising eight articles, examines the environment of education, including educational leadership, science education for women and minorities, rural educational needs, ethnic diversity in school staffs, the role of the superintendent, and political and demographic changes in school support. In the second section, another eight articles review practical problems and possible prospects in educational evaluation, fiscal reductions, the tasks of education, teacher education, collaboration between school districts and universities, private higher education, cooperative extension programs, and lifelong learning. The final section presents four articles that analyze larger cultural and global shifts, involving psychological and spiritual values, computer technology for education, definitions of children's rights, and worldwide economic developments and trends in the social sciences. (RW)

ED105804 HE006536
Transmitting Information about Experiments in Higher Education. New College as a Case Study.
Elmendorf, John
Academy for Educational Development, Inc., New York, N.Y.
1975 49p.
Available from: Academy for Educational Development, Inc. 680 Fifth Avenue, New York, New York 10019 ($2.50)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIESEP75
This basic aim of this paper is to explore and describe how the results of experimentation are transmitted from the "laboratory" campus to other campuses and to propose ways of improving and expanding the dissemination process. Chapters cover: (1) New College as a model, (2) "new" elements in New College's program, (3) the educational climate of the 1960's, (4) spread of New College's innovative policies, (5) transmitting information, (6) publications and publicity, (7) faculty and student migration, (8) national, regional, and local organizations, (9) trustees, (10) accreditation, (11) the Union for Experimental Colleges, (12) foundations and government agencies, (13) miscellaneous methods of exchange, plus (14) conclusions and recommendations. (Author/KE)

ED074933 HE003905
Reenforcement Trends for State Planning and Systems.
Glenny, Lyman A.
15 Jan 1973 24p.; Speech presented at the annual meeting of the American Association of Colleges (San Francisco, January 1973)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG73
Significant trends which foretell the future for postsecondary education, specifically colleges and universities, are discussed. These trends are based on the college-age population, the proportion of the state budget going to higher education, the establishment of new social priorities, the role of the private colleges, the increasing tendency for those who want vocational skills, the promise of federal aid, the slowdown in enrollments, educational innovation and changing power relationships. The cumulative impact of these and other trends cannot be fully anticipated. The recommended central planning agency would coordinate all efforts in postsecondary education in addition to emphasizing a more cosmic and functional view of education. (MJM)

ED229591 CE035894
The Economic and Social Impacts of the Transition from the Industrial Society to a Computer Literate, High Technology, Information Society.
Groff, Warren H.
22 Apr 1983 57p.; Presented at the Colloquium, "Impact of the Increasing Service/Manufacturing Industries Ratio" of the Ohio Academy of Science (Bowling Green, OH, April 22, 1983).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEOCT83
As our society evolves from an industrial society to a computer literate, high technology, information society, educational planners must reexamine the role of postsecondary education in economic development and in intellectual capital formation. In response to this need, a task force on high technology was established to examine the following topics: the development of a perspective or a futures scenario for Ohio; human resource development of providers and consumers of postsecondary educational services; equipment and capital plan expenditures; and implications for program development, approval, and evaluation. After analyzing Ohio's strengths and weaknesses as well as its opportunities for and the threats against its successful transition to a high technology information society, members of the task force concluded that the evolution of a technetronic society in Ohio can develop in a systematic way if the state can manage the issue of intellectual capital formation. What is needed is a conceptual framework to guide Ohio and its institutions in such a way as to focus science and technology on the individual and quality-of-life issues. In response to this need, the task force has developed a detailed plan of action concerning strategic planning, human resource development, capital planning, and program development and review for the 1983-1985 biennium. (A summary of the specific task force recommendations is appended.) (MN)

EJ272607 EA515907
What's Still Right with Education.
Hodkinson, Harold L.
Phi Delta Kappan, v64 n4 p231-35 Dec 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJAPR83
A study of the statistics on enrollment trends, popular attitudes, school effectiveness, standardized test scores, and educational reforms convinces the author that the American educational system is strong, effective, and beginning to gain the popular support it deserves. (PGD)

ED195507 SP016933
The Student of the Future: A Profile.
Hollis, Phoebe P.
Jan 1980 17p.; Prepared for House Subcommittee on Elementary, Secondary, and Vocational Education (96th Congress, 2nd Session) "Needs of Elementary and Secondary Education in the 1980's: A Compendium of Policy Papers." For related documents, see ED 185 660 and ED 194 475.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEAPR81
Rapid change, shifting values, and booming technology are existing societal dimensions having an effect on the student population of the future. The nature of education needs to be changed because of technological advancements, declining enrollment, and changes in work attitudes. Educators must become aware of the speed of change and its drastic effects upon society, and particularly on the student. Educational leaders should be aware that today's actions and decisions determine the future of education, and that the student of the future will depend largely on the interplay among future political, economic, and social trends. (SAS)

EJ228181 HE513056
Planning for the 1980s: The Context.
Howe, Harold, II
New Directions for Higher Education, No. 30 (Managing Facilities More Effectively) v8 n2 p1-5 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJDEC80
The context for managing higher education facilities in the 1980s is put into perspective with a call for leadership by states and institutions to preserve the quality, flavor, and diversity of higher education. Declining enrollment, inflation, negative attitudes toward colleges, public v private education, and the state's role are discussed. (Author/MLW)

ED161786 SO011236
Forecasting Social Trends as a Basis for Formulating Educational Policy.
Lewis, Arthur J.
21 Oct 1978 23p.; Paper presented at World Future Society Conference (Houston, Texas, October, 21, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR79
The paper describes how information regarding future trends is collected and made available to educational policy makers. Focusing on educational implications of social and population trends, the paper is based on data derived from use of trend forecasting by educational policy makers in Florida and other southeastern states. The document is presented in two major sections. Section I describes four approaches to synthesizing and generalizing information on the impact of social trends on education. The approaches are: (1) composing exploratory and normative scenarios; (2) constructing cross-impact matrices; (3) extrapolating trend lines of statistical data; and (4) relating trends to educational issues such as financial support, objectives, and methods of evaluating curriculum and educational programs. Section II focuses on ways of helping educational policy makers understand and use forecasts. The author discusses political and bureaucratic unwillingness to make decisions and take actions which are politically unpopular; problems faced by politicians in convincing the public that a pending decision or action is necessary or beneficial; and the need for forecasters to be independent of decision makers. The conclusion is that the growing concern evidenced by educational policy makers for future trends should be matched by efforts to refine forecasting techniques. (DB)

ED235324 CE037089
Lifelong Learning in America: An Overview with Implications for Secondary Education. Education & Work Program Project Report.
Lewis, Raymond J., Jr.
Northwest Regional Educational Lab., Portland, Oreg.
Jul 1980 32p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: OB-NIE-G-78-0206
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEMAR84
A combination of demographic, economic, and technological factors has led to a recent growth in adult learning that is likely to intensify in the next decade. As the members of the baby boom population move further along in their pursuit of careers, they will encounter considerable limitations in their upward occupational mobility. In addition, members of subsequent generations will be at an even greater disadvantage in their efforts to dislodge experienced workers of the baby boom generation who are entrenched in positions above them. The prospect of these eventualities has implications not only for postsecondary institutions but also for secondary schools. As the terminus of the compulsory school system, secondary schools will increasingly be called upon to prepare their graduates to succeed in a world requiring almost constant learning and adaptation. Particularly needed will be efforts to teach youth about adult development and learning patterns; to help youth arrive at realistic expectations for their lives as adults, and to encourage youth to think about lateral as well as vertical mobility, sources of satisfaction beyond work, and the possibility of longer periods in noncareer-level jobs. Researchers, policy makers, and practitioners alike need to become involved in devising and implementing strategies for encouraging lifelong learning skills among high school youth. (MN)

EJ233536 AA532437
American Education in the 1980s.
McMeekin, R. W.; Dede, Christopher
Comparative Education, v16 n3 p225-36 Oct 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJMAR81
The authors highlight three important areas in which changes significant for American education are likely to occur in the 1980s. They discuss the implications of shifts in the American population, emerging developments in educational technology, and the federal role in education. (Author/SJL)

ED236773 EA016145

Planning for Tomorrow's Schools: Problems and Solutions. AASA Critical Issues Report.

Neill, Shirley Boes, Ed.

American Association of School Administrators, Arlington, Va.; Education News Service, Sacramento, Calif.

1983 82p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAPR84

Target Audience: Administrators; Policymakers; Practitioners

Offering long-range planning as a means of controlling educational problems and opportunities, this guide presents procedures for school district planning as well as relevant information concerning demographics, politics/finance, teaching staff, curriculum, computers/technology, and tomorrow's jobs. Among aspects of planning covered are background, ingredients of good planning, planning models, preparation for effective planning, community and staff involvement, setting goals, needs assessment, application of accurate information and assumptions, generating solutions, setting priorities, issues management, and formal aspects of the finished plan. The implications for planners of demographic trends--including enrollment projections, changes in student types, and increases in single-parent homes--are explored. A section on politics and finance emphasizes the necessity of improving the quality and image of public ecucation in order to maintain public support. Possible solutions to the problem of attracting and retaining capable teachers are offered and staff development policies outlined. A chapter underscoring the need for curriculum reform for higher academic achievement proposes that educational leaders set priorities for core curricula and suggests methods for curriculum review. Technological trends are discussed, and guidelines for integrating computers into educational programs and administration are provided. Educational implications of job projections are drawn. The text is illustrated with case studies throughout. (MJL)

EJ278193 HE516772

How Endangered Are Small Colleges?

West, Dan C.

Educational Record, v63 n4 p14-17 Fall 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUL83

Despite dire forecasts, most of the small colleges slated to close in the early 1970s are still operating. Small colleges contribute to higher education by adding diversity and offering competition to an otherwise all-embracing state system. (MLW)

ED251970 EA017381

School Improvement: Issues and Answers.

Willis, Harriet Doss

Sep 1984 13p.; In: Sattes, Beth D., Ed. Promoting School Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984 Regional Exchange Workshop. See EA 017 379.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEMAY85

Target Audience: Practitioners

This speech addresses school improvement issues from three perspectives. First, six shared assumptions from the recent studies and reports on the quality of American schooling are presented: (1) that the educational system must be immediately improved; (2) that quality and equity are inseparable; (3) that education is inextricably linked to larger social issues; (4) that the state, local, and federal government have important roles; (5) that schools, the private sector, and parents must work together; and (6) that control of the educational system should be decentralized. Following this, common recommendations are listed pertaining to curriculum, teachers, and management of schools. Next, views are presented on the positive influence that schools have had since 1950, including the increase in use of advanced placement tests, the increase in percentage graduating and going on to college, and the corresponding decrease in dropout rate, as well as the increase in minimum competency requirements. Change strategies in the areas of overall school improvement and academic learning time are summarized, and finally, a series of open-ended questions are posed for deliberation during the workshop. (TE)

ED246848 IR011177

Microcomputer Usage in Schools, 1983-84.

Quality Education Data, Inc., Denver, CO.

1984 18p.; The survey shown in this booklet represents the Third Annual Presentation of Quality Education Data, Inc. (QED) data to the Materials Council of the National AudioVisual Association. For related document, see ED 226 717.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEDEC84

Target Audience: Community; Policymakers

Results are presented for the third annual survey of all United States school districts by Quality Education Data, Inc. Findings are displayed in tabular form, and include information on the following: size of the microcomputer marketplace and the kinds of people involved; availability of software by brand for home, business, and education use; the best home education software sellers; availability of software by brand for educational use; growth patterns; microcomputer use by brand name; hardware manufacturer market penetration; shifts in the use of different brands of microcomputers; the kinds of districts that have microcomputers; the relationship of the relative wealth/poverty of the community to microcomputers; the relationship of instructional dollars per pupil to the presence of microcomputers; the kinds of schools using microcomputers; the relationship of the percentage of minority students to the presence of microcomputers; the validity of enrollment or expenditure as a predictor of presence of microcomputers; computer owners more likely to purchase software; the number of microcomputers by brand in schools; the number of schools having enough microcomputers to support networking; a "profile" of microcomputers used in the top 50 districts; how states compare in the number of students per microcomputer(s); projected spending of Chapter 2 Federal funds in the 1983-1984 school year; use of video for instruction in schools; and video users by format and grade span. (LMM)

Social and Community Change

Bennis, W.G., K.D. Benne, and R. Chin, eds.
1969 The Planning of Change. New York: Holt, Rinehart and Winston, 627 pages.

*

Merges the arts of social practice and the sciences of human behavior to develop a theory of the processes through which knowledge is applied. Presents current conceptualizations of the applications of social and personal dynamics theory to the change process. Discusses and evaluates various change technologies regarding their intellectual, practical, and moral implications. Focuses on the development of persons who can function effectively as responsible agents of change. Differs from the 1964 edition by including readings on theory building, research and practical experimentation in applied behavioral science. Avoids emphasizing the dynamics of the face-to-face group. Shorter than the first edition, this resource clarifies the boundaries of applied behavioral science as a developing field of study.

Bernard, H.R., and P. Pelto
1972 Technology and Social Change. New York: The MacMillan Company, 354 pages.

*

A collection of empirical studies offered as a means of lessening the disparity between anthropological work and the technical, social realities of the world today. Interrelates social relationships, cultural values and ritual patterns with technoenvironmental factors. Focuses on large-scale environmental modifications (e.g. dams, factories) and micro-technological items (e.g. gadgets, tools, weapons, houses). Describes the difference between micro- and macrotechnology through response to the question "Do you have a piece of it or does it have a piece of you?" Examples examined in this collection pertain to essentially rural environments.

Blakely, E.J., ed.
1979 Community Development Research: Concepts, Issues and Strategies. New York: Human Science Press, 224 pages.

*

A collection of ten articles by nine different authors introducing community development concepts and strategies and written for both students and teachers in the community development discipline. Provides a link between community development theory and practice and defines the boundaries of theory and practice within the science. Presents several different methodological approaches to conducting research and problems in evaluating community development efforts. Addresses issues in planned social change and the role of the development specialist in managing research.

Carley, M.J., and E.S. Bustelo
1984 Social Impact Assessment and Monitoring. Boulder, Colorado: Westview Press, 250 pages.

*

A systematic, critical review of more than 600 publications on social impact assessment (SIA) and related fields. Reflects the author's belief that SIA is a logical and relevant response to the need for more and better information to facilitate effective decision making in a complex world. Presents the cross-disciplinary aspects of the problems and methods of SIA; emphasizes the development of the field through practitioner integration and the use of information from a variety of disciplines.

Cox, F.M., J.L. Erlich, J. Rothman, and J. E. Tropman, eds.
1982 Strategies of Community Organization. Itasca, Illinois: F.E. Peacock Publishers, 526 pages.

*

A collection of writings concerned with the theory and practice of community organization and social change. Revised and updated to include new developments and trends. Focuses on different approaches to community organization, interorganizational linkages among the community-based social units, and the intellectual ability of the practitioner. Describes three modes of community practice: locality development, social planning and social action. Gives special attention to the use of interpersonal skills, organizational maneuvering and program evaluation.

Eisenstadt, S.N.
1968 Comparative Perspectives on Social Change. Boston: Little, Brown and Company, 279 pages.

*

Reviews the impact and processes of change in major spheres of society: demographic, technological, economic, family, social stratification, community structure, and patterns of communication. Emphasizes the different types and impacts of these processes in modern settings. Analyzes the effect of change processes on community and other aspects of social life. Describes the focal point in which institutional and personal dimensions of change are brought together in the transformation of total societies.

Etzioni, A., and E. Etzioni-Halevy, eds.
1973 Social Change: Sources, Patterns and Consequences (Second Edition). New York: Basic Books, 559 pages.

*

A collection of fifty-one articles, by different authors, divided into sections on classical theories, modern theories,

spheres of change, modernization, levels of change, processes of change and human initiative in social change. Intended for students of sociology, the resource includes work from several of the human behavior sciences. Provides empirical study examples and analytic materials on social change. Presents demographic transition theory, stratification, structural changes, conflict, and changes in interaction among other topics. Relates social change to a wide range of factors and outcomes; demonstrates that change is patterned and amenable to deliberate study.

Goulet, D.
1973 The Cruel Choice: A New Concept in the Theory of Development. New York: Atheneum, 360 pages.

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A work designed to "thrust debates over economic and social development into the arena of ethical values." The author's theoretical analysis rests on two concepts: vulnerability and existence rationality. Vulnerability is viewed as exposure to forces one cannot control; existence rationality as the strategies employed by societies to assure survival and to satisfy their needs for esteem and freedom. Illustrative strategies have been outlined in three areas: democratic planning, technical cooperation, and the creation of value change.

Lauer, R.H.
1982 Perspectives on Social Change (Third Edition). Boston: Allyn and Bacon, 378 pages.

•

Written as an introduction to the topic of social change. Begins by stating the meanings and myths of change then provides sections on theories, mechanisms, patterns, and strategies of social change. Uses real life situations to illustrate the many terms and concepts in social change and to establish the foundation for understanding change. Presents sociological theories of change in clear and reasonably complete terms. Raises questions about the impacts and consequences of change and suggests a variety of perspectives and solutions. The initial chapter provides useful keys to the analysis of social change.

Nelson L., C.E. Ramsey, and C. Verner
1960 Community Structure and Change. New York: The MacMillan Co., 464 pages.

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Presents a meaningful theoretical framework for community analysis and demonstrates the practical application to community development. Introductory material aimed at introducing theory and practice to local citizens; professional workers in health, recreation, education, and welfare; and college students.

Warren, R.L.
1977 Social Change and Human Purpose: Toward Understanding and Action. Chicago: Rand McNally, 348 pages.

•

A dual purpose book focusing on social change theory and directed efforts to bring about change. Identifies three levels of change: organizational, community and societal. Devotes one chapter to each level of social change, to change strategies, and to value conflicts in purposive change efforts. In uniting abstract theory with practical applied considerations the book is readable and provides basic skills. Presents meaningful compromises for different theoretical perspectives and identifies such issues as levels of change, values, change targets and objectives.

ED228456 CE035595

Community, Educational, and Social Impact Perspectives.

Schoeny, Donna Hager, Ed.; Decker, Larry E., Ed.
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

1983 214p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Community Education Branch.
Grant No.: G008104713
Report No.: ISBN-0-911525-00-9
Available from: Mid-Atlantic Center for Community Education, School of Education, University of Virginia, 216 Ruffner Hall, 405 Emmet Street, Charlottesville, VA 22903 ($5.95; 10-24 copies, 25% discount; over 24 copies, 40% discount).
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: COLLECTION (020); REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; Virginia
Journal Announcement: RIESEP83

This volume consists of edited versions of 17 papers and reaction papers that were commissioned to examine the community, educational, and social impact of community education. Various topics pertaining to the impact of community education are examined, including educational programs of students, school closings and shifting populations, the political process and citizen participation, coordination of human services, social issues, and cost effectiveness and efficiency. The following papers are included in the volume: "Changing Concepts of Education: From School System to Educational System," by Mario D. Fantini; "Demographics and Use of Public Facilities," by William De Jong and Dwayne E. Gardner; "Power, Politics, Policy: Perspectives for Community Education," by Edith K. Mosher; "A National Agenda for Community Education," by Samuel Halperin; "Community Education and Turning Point Election Periods," by Laurence Iannaccone; "Achieving Critical Mass in Community Education," by Jule M. Sugarman; "Three Key Measures to Help Reconstruct Education in America," by Amitai Etzioni; "Cultural Diversity and Advanced Technology: A Potentially Symbiotic Relationship in the Context of the Community," by William L. Smith and Helen R. Wiprud; and "Guidelines for Planning Cost Effectiveness Studies in Community Education," by Philip Doughty. Reactions to most of these papers are also included in the volume. (MN)

Anderson, B. H., and J. W. King
1984 Perceptions of High Tech Industry Executives and Administrators of Public Two-Year Post Secondary Institutions Regarding the Training Needs of High Tech Industries. Fort Collins, Colorado: Department of Vocational Education, Colorado State University, 77 pages.

*

Objectives of the study included determining the training needs of high tech industries and determining industry's perception of the Colorado Advanced Technology Institute (CATI). Text and tables address issues such as: the level of training needed by persons employed in high tech industries; sources high tech firms utilize for training and retraining employees; and industry executives' perceptions of how educational institutions can better serve their needs. Discusses factors preventing high tech firms from seeking cooperation from Colorado postsecondary educational institutions; and factors reducing the ability of public two-year postsecondary institutions to serve high tech industry. Notes the postsecondary programs having a significant number of completers employed in high tech industry; the benefits and high priority roles of CATI. For those planning the training and retraining of high tech personnel.

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1983 Fact Book on High-Technology and Energy-Related Higher Education in the West. Boulder, Colorado: Western Interstate Commission on Higher Education (WICHE), 78 pages.

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Provides information for education and economic policy makers on (1) the importance of science and engineering to the nation and the west; (2) the supply and demand for high-technology and energy-related labor force; and (3) issues related to higher education's role in meeting manpower needs. Tables, charts, and graphs from national sources are used to improve the comparability between states. The fact book was the result of a regional conference on the role of higher education in the economic development of the west. In some cases data do not reflect the most recent changes such as the increasing number of women enrolling in high-technology programs. This report should be used in conjunction with High-Technology Manpower in the West: Strategies for Action.

Reynolds, R.T.
1985 "Transplants get good jobs: demands for natives could increase." PACE 2 (2, Spring) 10-12. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

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A review of growth, migration and jobs in Colorado and the effect of future migration levels on the state's economic health. Presents data on migrants and "stayers" (people who lived in Colorado in 1975 and 1980); the migration of persons 20-39 years of age in high demand occupations, gender and educational levels. Discusses the prospect of reduced levels of net migration on Colorado's labor market.

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1985 Postsecondary Education for a Changing Economy Project. Washington, D.C.: National Institute for Work and Learning.

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The National Institute for Work and Learning (1302 18th Street, NW, Suite 501, Washington, D.C. 20036, telephone 202-887-6800) provides papers on topics of interest to educators. Paper titles include: "Exploring New Concepts for Postsecondary Education", Summer 1984; "Demographic and Economic Changes and Postsecondary Education", Summer 1984; "From Broad Strategies to Specific Ideas: Initial Thoughts of the Education and the Economy Alliance", April 1985. The Institute invites comments and critique about the papers.

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1983 High Technology Manpower in the West: Strategies for Action, A Report of the Western Technical Manpower Council. Boulder, Colorado: Western Commission on Higher Education (WICHE), 62 pages.

*

A report for policy makers in education, government, and industry. Explores issues associated with high technology and education in the western section of the United States. Issue topics include: manpower planning, continuing education and retraining; the supply of graduate students, supply and demand for faculty; access for minorities and women; the role of K-12 schools and participation of industry. Provides examples of innovative programs and strategies for addressing high tech-education issues.

ED211725 CE030997
Vocations and Education Policy: A Federal Perspective.
Barton, Paul E.
National Inst. for Work and Learning, Washington, D.C.
[1980 83p.
Sponsoring Agency: National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN82

In rethinking its policy with regard to involvement in the vocational education enterprise, the federal government must consider traditional educational goals as well as recent social, economic, and demographic changes. If the idea of vocational education as part of the public school system is going to work, it is necessary to make vocational education a collaborative effort among education, employer, and organized labor institutions. Also needed is a policy of recognition of the educational objectives of the vocational education approach, rather than the present fixed focus on immediate placement outcomes. Policymakers should move toward joint school-employer occupational instruction, with the burden of proof shifting to the states to justify a solely public classroom approach. Rather than relying on government corrective actions to adjust curricula to changing labor needs, educators should build adjustments to changing technology and markets into the system. Also necessary are programs to facilitate the school to work transition, including job placement, job search education, and employment assistance as well as programs to facilitate occupational adjustments and help employers upgrade their labor force. Included among other national imperatives to be considered are meeting skill shortages, promoting entrepreneurship, and integrating federal human resource development efforts. (MN)

ED138820 08 CE011193
An Information Network and Simulation Model for Vocational Education. Final Report. Rhode Island Model II. Volume 1.
Beaulieu, Reo A.; Erickson, Stanley A.
Rhode Island State Dept. of Education, Providence.
Jan 1977 81p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 498-AH-50343
Grant No.: OEG-007500326
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT77

A project explored less costly methods by which educational planning and control information could be collected, organized, and disseminated to appropriate planners and policymakers. An existing prototype computer simulation was refined and further developed by incorporating into it additional demographic, manpower, educational, and economic data by modifying it to accommodate additional variables and parameters, and by experimenting with various model computer simulation runs to provide a range of outputs and thus test the reasonableness and validity of the model for planning and policymaking purposes. The project result, Rhode Island Model II (RIM II) constitutes (1) a common demographic, manpower, and educational data base for dissemination and use by planners and policymakers and various levels in different State and local agencies; (2) a process and mechanism for improving communication and coordinating the efforts of State agencies involved in meeting occupation and training needs of the State's population, and (3) an analytic and planning tool to assist the Department of Education in analyzing the impact of different demographic and economic contingencies in the State's educational system and assess the consequences of alternative educational policies. RIM II is composed of five sectors dealing with the State population, labor market, student enrollments, educational costs, and educational benefits. These can be operated and analyzed separately or together. On the basis of data collected from a variety of sources, RIM II has been shown to successfully reconstruct the behavior of the system from 1960 to the present. It also extrapolates the behavior of the system into the future. It is recommended that RIM II be fully implemented within the State through model runs based on available data. (LAS)

ED242967 CE038823

Increasing Job Placement Rates in Vocational Programs: Secondary and Postsecondary. Research and Development Series No. 245.

McKinney, Floyd L.; And Others

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1984 34p.; For related documents, see ED 209 477 and ED 215 146.

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.

Contract No.: 300-83-0016

Available from: National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD245--$4.25).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (.143)

Geographic Source: U.S.; Ohio

Journal Announcement: RIESEP84

Target Audience: Policymakers

A study was conducted to develop strategies to increase placement rates in secondary and postsecondary vocational programs. During the study, researchers identified factors relating to job placement, provided descriptions of the educational and community processes appearing to influence job placement, and generated hypotheses concerning variables relating to job placement. Data for the study came from a variety of sources, including the following: literature reviews, interviews with 438 individuals involved in secondary vocational programs, mail questionnaires administered to 5,062 individuals representing people involved with secondary vocational education and 2,579 people who either received or provided vocational educational services. After analyzing these data, the researchers identified a number of labor market, community, and educational factors affecting the placement rates associated first with secondary and then with postsecondary vocational programs. Included among those factors found to have a significant influence on placement rates were the following: community unemployment rates, availability of transportation, types and sizes of industries in a community, demography, the pressure of cooperative vocational education programs, a high rate of participation in youth organizations, and the existence of a good relationship between schools and the community. Based on these findings, the researchers formulated a series of recommendations directed toward Congress, the U.S. Department of Education, state government agencies, teacher education institutions, postsecondary vocational educational institutions, and secondary schools. (MN)

111

ED179824 CE023719

New and Emerging Occupations: A Process for Monitoring and Identifying the Impacts for Vocational and Technical Education.

Nelson, Orville

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Jan 1980 13p.; Paper presented at the Annual Conference of the American Vocational Association (Anaheim, California, December, 1979)

Available from: Center for Vocational, Technical and Adult Education, 226 Applied Arts Building, Menomonie, Wisconsin 54751 ($1.00; $0.60 for ten)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAY80

Pointing out that new and emerging jobs may appear at the local, regional, state, or national level, this paper offers definitions and then goes on to group the changes influencing appearance or emergence of new jobs. The five groups of change factors are (1) technological change, (2) demographic change, (3) legislation, (4) life style changes, and (5) resource changes. It is noted that a combination of factors usually leads to the creation of new jobs and it is largely up to vocational educators (with help from employers) to begin information gathering as early as possible. Educators are urged to continue monitoring trends and the working environment. Follow-up studies of graduates may signal emerging needs, too. The procedure recommended is for the vocational educator to gather, analyze, and interpret data, decide if a program is needed, write a job description, develop and validate a job task list, and then add this input to the regular curriculum development process. The author also discusses low and high risk strategies for infusing new content into the educational process. (CP)

112

ED229577 CE035847

National Occupational Projections for Voc Ed Planning. Information Series No. 252.

Rosenthal, Neal H.; Pilot, Michael

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1983 31p.

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.

Contract No.: 300-78-0032

Available from: National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN252).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEOCT83

Intended to foster greater understanding of employment projections available from the Bureau of Labor Statistics (BLS), this paper describes their development, their limitations, their use, and publication details. The methods used to develop BLS occupational employment projections are first described: projection of the labor force based on population projections by age, sex, and race; projections on the state of the general economy and on industry employment; and use of an industry-occupational matrix to convert industry employment figures that show the proportion of total employment in each industry by occupation. Assumptions upon which the data are based are discussed, and these factors that cause imprecise projections are cited: imperfect statistics, business cycles, political and social events, analytical judgments, and geographical differences. Uses of projections information by counselors, educators, and others who help people choose a field of work are considered as well as uses by national, state, and local officials who plan education and training programs. Information is provided about the format, purpose, and frequency of the BLS publications that are sources of occupational projections data. A recommendations section urges vocational educators to use and report their satisfaction with occupational projections data in program planning. (YLB)

ED233166 CE036641

A Discussion Platform for the Futuring of Vocational Education.

Ruff, Richard D.

National Advisory Council on Vocational Education, Washington, D.C.

Jul 1983 24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN84

Government: Federal

Target Audience: Policymakers

When formulating the platforms and plans for the future of vocational education, educational planners must consider the implications of the significant qualitative, social, and economic changes that are currently taking place in the worlds of business, industry, and labor as well as in the world of education at-large. An examination of current trends in the areas of high technology, labor force demographics, and organizational culture indicates that business and individual clients of vocational education will increasingly demand not only technical skills but also the work adjustment and interpersonal skills necessary to function in this new environment. Various factors, including the recent information explosion, demographic changes, and the rise of computer and related product technology have increased the need for life-long learning, for the acquisition of study and learning skills, and for improving students' occupational scientific literacy. Because of these societal trends, vocational education must institute approaches for integrating the delivery of occupation training and the knowledge and skills that make up what some have called the new basics--communication, information processing, science and mathematics, and computer literacy. In addition, vocational education faces significant challenges in the areas of diversity, issue management, and revitalization. (MN)

ED250503 CE040014

National Conference on Vocational Education and Training Policy for Today and Tomorrow. Proceedings (Columbus, Ohio, March 15-16, 1984).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Mar 1984 171p.; For summary report of conference, see CE 040 013.

Sponsoring Agency: National Advisory Council on Vocational Education, Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEAPR85

These proceedings contain the texts of, panel reaction to, and panel discussions of the papers presented at the national conference on "Vocational Education and Training Policy for Today and Tomorrow." Included in the volume are the following conference presentations: "Trends and Changes in Federal, State and Local Government Roles during the Remainder of This Century," by David B. Walker; "Social and Demographic Trends and Changes during the Remainder of This Century," by Sue G. Lerner; and "Trends and Changes in the Economy during the Remainder of this Century," by William P. MacKinnon. The complete texts of the reactions to, and the panel discussions on, these three papers are provided along with the text of a panel analysis of policy for vocational education and training. Concluding the proceedings are an agenda; a list of conference speakers, moderators, and panel members; and a list of the names and addresses of registered conference participants. (MN)

ED242985 CE038864

Continuing Education and the American Workforce.

National Advisory Council on Continuing Education, Washington, DC.

30 Sep 1983 35p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP84

Government: Federal

This report focuses on the current dynamics and greater potential of linking postsecondary continuing education activities to the training and retraining of the American workforce. Four issues were identified as central to adult education as it relates to human resource development and the improvement of the nation's economy. These issues are (1) the role of postsecondary institutions to worker education and training; (2) employer involvement in campus-based programs for adults seeking job- and career-related education and training; (3) increased collaboration by educators, employers, and employee representatives on training and retraining for the American workforce; and (4) the articulation of national policies for human resource development. The report cites relevant trends in demography, technology, and the nation's economic condition and the impact of these trends on postsecondary institutions and adult learners. The report concludes that continuing education is a fundamental link between American postsecondary education and the workplace and that continuing education and better national strategies for human resource development are fundamental to the improvement of the nation's economy, productivity, and competitiveness. (KC)

ED207653 JC810579
Planning Resource.
Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.
Aug 1981 79p.; Parts may not reproduce clearly.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Hawaii
Journal Announcement: RIEFEB82
Government: State
Target Audience: Practitioners
This resource guide provides educational agencies involved in vocational education in Hawaii with timely and relevant information for program planning and the establishment of priorities. After prefatory material, Section II looks at conceptual and procedural considerations in planning, focusing on twelve generic steps in planning and describing planning and decision-making strategies, such as the Delphi and Delbecq Techniques. This section concludes with a selected bibliography on planning. Section III offers occupational projections for Hawaii, relating employment opportunities to vocational education programs. Section IV provides a table illustrating population factors, such as age and sex distribution, persons with special educational needs, immigration projections, income, and employment. Additional tables are provided in Section V covering enrollment projections for secondary and postsecondary vocational education programs. After Section VI presents a map of Hawaii, Section VII lists program offerings by high school and community college. Section VIII summarizes and explains federal and state funding budgets for 1980-81 and 1981-82 for vocational education. Section IX discusses enrollment status by sex, while Section X presents graphs and tables covering sex and ethnic distributions at selected colleges and schools. Finally, Section XI lists in-service activities sponsored by the Department of Education, community colleges, and the University of Hawaii's College of Education. (AYC)

117

ED189370 CE025850
Policy Choices in Vocational Education and Technical Appendix.
Institute for the Future, Menlo Park, Calif.
Dec 1979 215p.
Sponsoring Agency: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Report No.: R-48A-R-48B
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC80
This report examines the impact of changes in the vocational education environment that are likely to be important to policymakers over the next fifteen years. It contains forecasts of a number of trends that will be of significance to vocational educators, an analysis of the policy implications of those trends in the education environments, and an assessment of how vulnerable policy decisions might be to further changes. The report is divided into three parts. Part 1 describes likely changes in the external environment that will be important influences on vocational education. Areas discussed include demography, the labor force, the economy, societal expectations, and education. Part 2 focuses on the implications of these environmental changes on vocational education and on the policy changes planners in vocational education will face. Part 3 analyzes the likely impact on planning of alternate environmental outcomes. A technical appendix contains actual trend forecasts and a detailed listing of assumptions. (LRA)

118

Saul, D.
1985 "Projecting k-12 public school enrollment: methodology and outlook." PACE 2 (2, Spring) 6-9. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

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An overview of the process of data accumulation and enrollment projection employed by the School Finance Unit of the Colorado Department of Education (CDE). Presents the statewide ratio means being used for projections through October 1989 and characteristic patterns in survival ratio development. Discusses the COHORT program used for enrollment projection and to provide administrative units with a firm foundation for considering state and local trends or planning regarding district pupil population.

EJ274648 HE516587
Declining Enrollments: Danger or Opportunity.
Beacon, John E.
College Board Review, n125 p23,30 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Journal Announcement: CIJMAY83
Opportunities exist for colleges willing to experiment with new ideas and keep pace with technology. Possibilities for enrollment growth exist in the changing population, including adults, minority groups, foreign students, part-time undergraduate and graduate students, and women seeking higher education. (Author/MSE)

EJ310002 EA518262
Factors Associated with College Attendance of High-School Seniors.
Borus, Michael E.; Carpenter, Susan A.
Economics of Education Review, v3 n3 p169-76 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR85
Target Audience: Researchers
Demographic, economic, attitudinal, and school-related variables from a national survey are studied to determine factors that lead high school seniors to go directly to college. Findings portend an increase in enrollment due to delayed marriage plans by women, population growth, and parental education level. (TE)

EJ286865 HE517414
An Analysis of the Effects of Geographic-Demographic Factors on College Attendance.
Braun, Thomas G.
Research in Higher Education, v19 n2 p131-52 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJJAN84
Geographic demographic characteristics of 120 Kentucky counties were utilized to group counties with similar characteristics. ACT test results, demographic data, and enrollment data for high school graduates enrolled in Kentucky state-supported colleges were analyzed to determine whether geographic origin influenced college attendance. (Author/MLW)

ED225604 JC820530
Community College Retention Research.
Clagett, Craig A.
Prince George's Community Coll., Largo, Md.
[1982 55p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJUN83
Drawing from literature and research conducted at Prince George's Community College (PGCC), this report discusses student retention in community colleges in the U.S.; outlines retention indicators and strategies; and presents a summary of findings from PGCC's retention studies. After a brief overview of the challenge of student retention in the community colleges, the report assesses the weight of academic variables, college environment, financial factors, and motivational, demographic, and personality variables associated with student attrition. Next, the report summarizes findings from PGCC's studies of term-to-term retention, within-term attrition, and course pass rates. A series of student retention strategies developed at PGCC are then outlined, including the creation of a retention task force, the development of an orientation course for students, more control of student advisement services for probationary students, a retention workshop for faculty and administrators, and the provision of academic credit for developmental courses. Then, brief recommendations to help improve the prospects of student success in key courses are presented. Finally, recommendations are provided for facilitating student achievement through computer-assisted screening and advisement procedures. The bulk of the report consists of data tables on student retention and pass and withdrawal rates at PGCC. (HB)

EJ230656 HE513247
Facing Up to Going Down.
Crossland, Fred E.
AGB Reports, v22 n4 p33-36 Jul-Aug 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJAN81
Higher education enrollment is seen as declining during the next 15 years. The decision to struggle on or close down must rest with governing boards or legislators. They must take the responsibility for their institutions and at the same time provide the best education for the greatest number of students. (MLW)

ED185930 HE012638
Enrollment Declines Foreseen for Colleges in the 1980's.
Frankel, Martin M.
National Center for Education Statistics (DHEW), Washington, D.C.
19 Mar 1980 9p.
Report No.: NCES-80-408
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP80
Government: Federal
Data and descriptive analysis of enrollment trends for colleges are presented. Statistical tables and charts indicate trends in births in the United States for 1961-1973, college enrollment by age and sex for five-year intervals between 1968 and 1988, college enrollment by type of institution for two-year intervals between 1968 and 1988, college enrollment by sex and attendance status for full-time and part-time students, total and full-time equivalent college enrollment, enrollment in grades K-8 and 9-12, and total enrollment in two-year and four-year institutions of higher education, by sex and attendance status of students and control of institutions. (SW)

ED195678 CE026953
Increasing Enrollment by Better Serving Your Institution's Target Audiences through Benefit Segmentation.
Goodnow, Betsy
4 Nov 1980 13p.; Paper presented at the National Adult Education Conference (St. Louis, MO, November 4, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAY81
The marketing technique of benefit segmentation may be effective in increasing enrollment in adult educational programs, according to a study at College of DuPage, Glen Ellyn, Illinois. The study was conducted to test applicability of benefit segmentation to enrollment generation. The measuring instrument used in this study--the course improvement survey--measured interests, demographic characteristics, and needs of a random sample of 487 representatives of the student body. Validity of the instrument was improved by incorporating suggestions of a validation jury and of those involved in pilot tests at nearby colleges. Types of learners were categorized according to their reasons for participation in adult education and identified by their demographic characteristics and interests. Orientations categorized, partially based on the literature, included social/improvement, learning/career, leisure/status, and submissive. Participants were then grouped into benefit segments through Ward's hierarchical cluster analysis. Participants were grouped according to orientations and correlated with types of courses selected, work schedules, age, and work and home locations. The findings suggest separate program and promotional strategies for each benefit segment, but further research is needed to test the effectiveness and applicability of benefit segmentation to other audiences and purposes. (KC)

ED234882 JC830830
Guess Who's Coming to College: Your Students in 1990.
Hodgkinson, Harold L.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
Innovation Abstracts, v5 n13 Apr 22 1983 22 Apr 1983 4p.
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: SERIAL (022); POSITION PAPER (120)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB84
Target Audience: Practitioners .
Demographic changes, especially changes in the birth cohort, will have a major impact on college enrollments. The passing of the Baby Boom generation may cause the closure of many colleges in the 1980's. The post-Baby Boom decline in births was almost completely a Caucasian phenomenon; the percentage of minorities is increasing dramatically, especially in the Sun Belt. The number of high school graduates from the Sun Belt will increase in less than a decade (in contrast to about 15 years for the population as a whole) with a high percentage of minorities. Thus, it behooves the higher education community to do everything it can to make sure that minority students become college eligible. Additional factors affecting enrollments will be the number of youths moving from high school directly into jobs, the availability of postsecondary education other than colleges and universities, the educational problems of students from single-parent families, the lack of funds for student aid in the Sun Belt, and the educational needs of the over-65 age group. (DC)

ED235722 HE016697
The Terrain of Postsecondary Education.
Hodgkinson, Virginia A., Ed.; And Others
National Commission on Student Financial Assistance, Washington, DC.
Apr 1983 211p.; For related documents, see ED 228 926-975, ED 234 730-734, and HE 016 691.
Sponsoring Agency: Congress of the U.S., Washington, D.C.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR84
Government: National
Target Audience: Policymakers
The current state of postsecondary education is reviewed for the following sectors: undergraduate, graduate, and professional schools; proprietary and vocational schools; corporate education and training; labor and union education programs; and the educational efforts of the federal government. Population trends and the effects of ethnicity, region, and age on the population pool are reviewed to provide estimates for future postsecondary education enrollments. In addition, the need for education and training investment in America's human resources is examined by looking at current labor force profiles, the structure of employment, and technology trends and their implications for workers and worker education. The federal role in providing access to postsecondary education from the post-World War II era until current times is also traced. Information for the postsecondary sectors covers enrollments; revenues; resource allocation; tuition; federal financial aid; sources of financial support; academic departments offering degrees by level; distribution of financial assistance by selected financial assistance programs for proprietary vocational schools; courses in adult education by type and provider; civilian federal training costs, courses, and participation; and military training loads and expenditures. (SW)

ED196373 HE013379
A Reporting and Study Format for University Student Retention Investigations.
Hopp, David I.
20 Nov 1980 29p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160); RESEARCH REPORT (143)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEMAY81
A reporting and study format for the investigation of university student retention is presented. Student progression and loss is shown graphically and in tabular form to enable ready comprehension and encourage data exploration. Data obtained at Virginia Commonwealth University for 1977-80 are used as illustration. Two ways of viewing student progression are used: the entire group of students of interest each year or semester (snapshot); and particular individuals of interest (cohort). Charts provide information on (1) student flow by headcount and percentage at the university level, class level, and other student classification; and (2) 12 categories of information about student progression. This method shows dynamics (i.e., gain, loss, graduates, and movement between the classifications) as well as overall trends over the study period. Two charts show simplified shapshots for the four undergraduate classes. These charts can bring immediate attention to important issues in areas such as enrollment projections, showing the number of students who leave and enter at the various class levels. The data can also be presented for various subsets of students, including those enrolled in particular schools, and the race and sex groups of interest. A cohort flow for freshmen who applied for admission in 1977 is also included along with a progression matrix allowing simple quantitative comparisons. Basic data elements necessary for such studies, the data analysis methods, and sample forms are included. (SW)

ED249244 TM840585
High School and Beyond First Follow-Up (1982), Technical Report.
Jones, Calvin; And Others
National Opinion Research Center, Chicago, Ill.
Jun 1983 275p.; For related documents, see ED 214 990 and TM 840 584. Some of the appendices contain small print.
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEFEB85
This report summarizes and documents the major technical aspects of the High School and Beyond First Follow-Up survey. Student data were collected (through questionnaires and tests) from samples of the 1980 High School and Beyond Base Year survey sophomore and senior cohorts, and school data from

administrators. High school transcripts for a subsample of participating 1980 sophomores were also gathered. The purposes and major surveys of the National Center for Education Statistics' Longitudinal Studies Program are reviewed. The tests and questionnaires used for the Follow-Up Survey are described. Summary Base Year and detailed First Follow-Up information is provided on: sample design and implementation; data collection; data control and preparation; and data processing. Separate chapters are devoted to the technical aspects of the Transcripts Survey and the Course Offerings and Enrollments Survey. The appendices contain the questionnaires, correspondence from the pre-field and field periods, and critical items for each of the instruments. (BS)

ED189974 HE012897
A Comprehensive Technique for Forecasting University Enrollment, Instructional Workloads and Funding Levels. AIR Forum 1980 Paper.
Lasher, William F.; And Others
Apr 1980 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (20th, Atlanta, GA, April 27-May 1, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEDEC80
Analytical techniques developed by the University of Texas at Austin to deal with problems of forecasting future enrollments, instructional workloads, and funding levels are considered. In order to project university enrollments, Texas public high school graduates were projected. In-migration rates were separated from survival rates, progression/continuation rates were established for each age group in each grade, and a range of enrollment projections for entering freshmen was developed. A method was also developed to estimate transfer enrollments. Once the attrition and retention rates for each group of entering students were determined, the rates were applied against the projected enrollments of first-time freshmen and transfers in order to estimate total undergraduate enrollment for five years. Although comparable methods for projecting graduate enrollment have not been developed, a number of variables have been considered in making this projection. Techniques for forecasting future instructional workload and funding are also examined. (SW)

ED237046 HE016827
A Comparative Study of College Participation Rates.
Prather, James E.
Oct 1983 26p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Daytona Beach, FL, October 27-28, 1983).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAPR84
Target Audience: Researchers
A reliable and valid technique for measuring college participation rates is proposed, based on national data. The objective is to determine if factors other than state demographic factors systematically influence college attendance by state. Multiple regression equations are used to predict enrollments by using demographic variables such as population by gender, race, and income. The difference between the expected enrollment and actual (residual) is mapped for the 50 states. Using Higher Education General Information Survey data, enrollments are evaluated for females, males, first-time freshmen, full- and part-time students, and for private and public institutions. Major findings are as follows: states with more students in public institutions than predicted tended to be states with lower than predicted enrollment in private institutions, and vice-versa; higher than predicted states in one category of enrollment tend to be higher in other categories except for public versus private, while lower states tend to be lower on other categories also; part-time enrollment is the most variable in actual enrollments and in residuals; states with lower enrollments than predicted tend to border states with higher than predicted enrollment; and the Plains states tend to be lower than predicted on several categories. (SW)

EJ305541 HE518523
Social and Economic Factors Affecting Participation in Higher Education.
Stafford, Kathy L.; And Others
Journal of Higher Education, v55 n5 p590-608 Sep-Oct 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN85
States vary in the proportion of their populations who pursue higher education. A study that assesses the relationship between a state's economic and social characteristics and its citizens' participation in higher education is discussed. (Author/MLW)

ED153687 JC780245
Community Colleges: Enrollment Trends and Marketing Processes--Their Impact on Strategic Planning.
Tatham, Elaine
23 May 1978 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (18th, Houston, Texas, May 21-25, 1978)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP78
With the decline of enrollment at a number of community colleges there is a demand for accurate enrollment projections, yet enrollment is increasingly difficult to forecast. Student body composition has changed markedly from the traditional 18 year old group as the percentage of women and part-time students and students' ages have increased. Also, many students enroll for only one semester. In order to accurately monitor and maintain enrollment, colleges must use existing college and community data to assess population trends. More emphasis must be placed on community educational needs and the development of promotional, delivery, and evaluation techniques. Because changes in student body composition may result from changes in programs and services, institutional research staffs should work closely with persons responsible for student recruitment and changes in curriculum, delivery systems, and college services. The generated data can be used to monitor the effectiveness of change, to identify where changes could be made in curriculum or services, and pinpoint potential problems that may result from not making changes. (Research office staffing and components of the necessary enrollment and population data base are discussed in appendices, and are illustrated with samples of data analyses.) (TR)

ED193763# EA012992
Indicators of Future School Enrollments: A Reference Manual for Planners. ERS Information Aid.
Educational Research Service, Arlington, Va.
1980 74p.
Available from: Educational Research Service, Inc., 1800 North Kent St., Arlington, VA 22209 (Stock No. 218-00066; $15.00)
Document Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEMAR81
The purpose of this document is to assemble in a single volume the latest available data on current trends and projections of births and enrollments. It is intended to assist school management in decisions relating to facilities planning, staffing, and finance. Demographic statistics on trends and projections regarding enrollments and the number of high school graduates based on current pupils enrolled are presented, followed by an analysis of data on the school-age population, migration of population, the female population in the childbearing years, births and birth rates, control of births, fertility rates among women of childbearing age, and birth expectations among women of childbearing age. The discussion of birth expectations includes data on total fertility rates, lifetime births expected, births to date, and future births expected. A substantial portion of the report consists of state-by-state tables that form the background and framework for planning by local school officials. (Author/MLF)

Folger, J., ed.
1984 Financial Incentives for Academic Quality. In New Directions for Higher Education Series 48 (December). San Francisco: Jossey-Bass Publishers, 104 pages.

*

A review of financial approaches to the enhancement of quality in higher education. Explores the issue of dependence on student choice of institutions as a market strategy. Examines the use of performance standards and accountability requirements; the related problems of measurement. Presents the political and educational problems associated with monetary and recognition incentives for improved performance. Discusses support of state and institutional goals, competitive grants and regulations to increase admissions standards. Includes a detailed look at budget modification, a description of the Tennessee Performance Funding Project, institutional program reviews, quality assessment and budget allocations.

Knapp, J.E., ed.
1981 Financing and Implementing Prior Learning Assessment. In New Directions for Experiential Learning Series 14 (December). San Francisco: Jossey-Bass Publishers, 149 pages.

*

A new look at programs through which prior learning is assessed and a look at the future of such programs. A "how-to", practical volume that describes techniques, models and procedures for implementing and financing prior learning programs. Emphasizes practice over theory and assumes recognition of the need for prior learning assessment in institutions of higher education.

Leslie, L.L., ed.
1984 Responding to New Realities in Funding. In New Directions for Institutional Research Series 43 (September). San Francisco: Jossey-Bass Publishers, 105 pages.

*

An examination of new allocation strategies and the implications for institutional research in a time of challenge but opportunity. Six authors look at resource allocation as a process, new developments in the major vehicle for state allocations to institutions, response to revenue shortfalls, successes, failures and additional references.

Perrin, J.
1984 Higher Education in Colorado: "Perspectives, Problems and Options". Denver: Office of State Planning and Budgeting, 70 pages.

*

Identifies problems being faced by higher education in Colorado which developed in history or are presently emerging. Provides options to address the identified problems without specifying preference for one option over others. Recognizes that solutions or options have political implications beyond the scope of research which identifies problems for policy makers. Presents a brief history of higher education in Colorado, current perspectives, and review of existing facilities and demands. Focused toward the future with options based on cost-benefit analysis. Includes a critique and rationale for options.

ED240914 HE017016
State Support for Education, 1982-83.
Augenblick, John; Van de Water, Gordon
AVA, Inc., Denver, CO.
Dec 1983 46p.
Available from: AVA, Inc., P.O. Box 20276, Denver, CO 80220 ($15.00, prepaid; $13.50 each for 5 or more copies).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEJUL84
Target Audience: Policymakers
Data on 1982-1983 state support for elementary/secondary and higher education are presented. The objective is to provide policymakers information on how funding decisions vary and to promote self-analysis of how well each state is doing. Data and narrative analysis of regional trends cover: demographic characteristics, state support for elementary/secondary and higher education, and state general expenditure levels. Four basic demographic characteristics important to understanding and planning for state educational support are addressed: population, income, enrollment, and state expenditures. Separate tables for elementary/secondary education and for higher education include the following subcategories: state support in millions, the percentage change from 1977-1978 to 1982-1983, state support as percent of state expenditures, support per pupil, support per capita, and support per $1,000 personal income. Finally, the relationships between state support for elementary/secondary education and state support for higher education is examined, and the states are classified in terms of whether support for one level of education is being provided at the expense of support for the other level. Numerous graphs and maps are included, along with an insert (24 by 36 inches) of highlights from the text. (SW)

ED188318 EA012769
Education Finance and Organization: Research Perspectives for the Future. Program on Educational Policy and Organization.
Benson, Charles S., Comp.; And Others
National Inst. of Education (DHEW), Washington, D.C.
Jan 1980 275p.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-02091-2; $6.50).
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150); EVALUATIVE REPORT (142)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV80
Government: Federal
The Stanford-Berkeley Seminar on School Finance and Organization was convened to reexamine the problems that underlay the educational finance reform movement, to consider the new problems caused by that movement, and to recommend research topics and study areas that could help alleviate those problems in years to come. The eight papers discussed and revised during the five months of the seminar and presented in full in this document (1) assess the role of the courts in the development of the educational finance reform movement; (2) consider the relationship between equity and fiscal neutrality in the light of state actions; (3) argue that the business model for understanding school organization is inadequate and its application hazardous; (4) point out the dangers in assuming larger schools and districts are more efficient; (5) examine the implications of changing fertility rates; (6) build on the literature in economics of time, time budget analysis, and child pyschology to explore how a child's use of time outside school affects academic performance; (7) reject the human capital model for understanding the relationship between schooling and work; and (8) urge adoption of "recurrent education" as a technique for keeping the society economically and educationally vital. (Author/PGD)

ED191145 EA012883
The Need for a New Federal Role in the 1980s.
Dede, Christopher
Feb 1980 25p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN81
Recent resistance to government spending and federal interference has reduced the federal role in education to less than the minimum appropriate level. Opportunities to change this situation presently exist, but will disappear with time. Trends in economics, technology, demographics, the philosophy of government, and changing cultural values and beliefs indicate that the 1980s will be a period of substantial uncertainty in America, necessitating social flexibility and high productivity. Changes in education are vital to encourage

this productivity and flexibility. A revision of current federal educational goals is necessary, but will be insufficient without the creation of a new role for the federal government in education. Defining this new role as the coordination of the production and distribution of knowledge will provide the necessary overarching scope to federal efforts. These efforts can then be readily coordinated through a central agency such as the new Department of Education. (Author/PGD)

EJ270084 JC503008
Public Two-Year College Funding and Program Patterns.
Gilli, Angelo C., Sr.
Community/Junior College Quarterly of Research and Practice, v6 n3 p203-16 Apr-Jun 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB83
Describes a study, based on nationwide data and a survey of state directors of two-year college education, investigating national funding patterns; relationships between population factors and full-time enrollments; average costs of public two-year college education; and national program patterns in terms of occupational versus other curricula. (DMM)

EJ286869 HE517418
Tuition Policy and the Interstate Migration of College Students.
Morgan, James N.
Research in Higher Education, v19 n2 p183-95 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJJAN84
Policies toward nonresident students by public institutions of higher education are discussed with an emphasis in the interrelationship of student migration and tuition rates. High tuition rates are found to be a significant deterrent to nonresident students. (Author/MLW)

ED236983 HE016739
What's Ahead for Higher Education?
Pickens, William H.
9 Nov 1981 13p.; Paper presented at the Annual Conference of College Auxiliary Services (Reno, NV, November 9, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR84
Forces that will greatly affect higher education in the 1980s are described, and trends during the 1970s are briefly reviewed, with an emphasis on educational finance. During the 1970s, the number of students increased by 24.3 percent, total educational and general revenues more than doubled, the state's proportion of these revenues rose by 5.2 percent, and the federal share fell by 6.1 percent. As a whole, the higher education institutions held their own throughout most of the 1970s. Two possible scenarios for the 1980s (pessimistic and optimistic) are considered concerning enrollments, curriculum and quality, personnel, relations with government, and the private colleges. It is argued that the ability of institutions to overcome key challenges will be the critical factor in determining which scenario prevails. The following challenges posed by the American economy and society are addressed: demographics, economics, reindustrialization, and competition for students from business and industry. Additionally, the relationship between higher education and governments is discussed with respect to state-level formulas, demands for increasing accountability, and competition in the budget process. (SW)

Cooper, P. J.
1983 Public Law and Public Administration. Palo Alto: Mayfield, 474 pages.
*

Describes and states the administrative law governing and impacting public policy. Presents the history of relevant laws and specific case summaries of checks on bureaucratic administration public employees. Provides a useful description of legal organization and how to locate references for matters of law. Reveals the process of legal decision making.

Dubnick, M.J., and B. A. Bardes
1983 Thinking About Public Policy: A Problem Solving Approach. New York: John Wiley and Sons, 283 pages.
*

Presents qualitative means for the description and analysis of policy as a dynamic process. Primary focus is at the national policy level but adds personal policy and reasons for policy analysis in final chapter. Includes simple language critique of policy models and lists of key terms.

George, V., and P. Wilding
1984 The Impact of Social Policy. London: Routledge and Kegan Paul, 300 pages.
*

Points out the bias in government reports which glorifies the consequences of social policy and promotes public beliefs in social order. Argues that social policy is adequate in meeting minimum living standards in England but inequalities in use and access to social services continue to exist. Identified as a key factor is the relationship between economics and social policy in which social programs are reduced during times of economic distress. Presents an overall view of social policy theory and method of analysis with a bias toward radical perspectives.

Hall, R. H., and R. E. Quinn, eds.
1983 Organizational Theory and Public Policy. Beverly Hills: Sage Publications, 304 pages.
*

Relates political and economic considerations with the practices of organizations. Presents the position that organizations are the targets of public policy in a series of articles which connect organizational theory and public policy. Concerned with policy implementation, formulation, and objects from the position of organizations. Concludes that policymaking and organization should be tied together around specific tasks and different ideal type organizations are appropriate for different tasks.

Newitt, J.
1980 Future Trends in Education Policy. Lexington, Massachusetts: Lexington Books, 142 pages.
*

The future of public schools and ways of thinking about the future are the two central issues addressed in this text. Demographic trends, trends in educational theory and practice, the policy context of education, legislative and judicial intervention, and the quest for citizen participation are topics examined by the author.

Rein, M.
1983 From Policy to Practice. Armonk, New York: M.E. Sharpe, 255 pages.
*

Presents a collection of independent essays with a common method, concern and argument. Considers the method "value critical", the concern that of a more institutionally grounded understanding of why governments do what they do; and the argument substantive, dealing with concrete social and economic issues. Includes discussion of social services, value tensions in program design, program implementation, practice worries, policy research, program evaluation and knowledge for practice.

Seidman, E., ed.
1983 Handbook of Social Intervention. Beverly Hills: Sage Publications, 684 pages.
*

A collection of twenty-eight articles, written by different authors, addressing issues in social development, planning and policy making. Designed to be useful for many disciplines; for teaching students and working professionals. Divided into six major topic areas including: research design and measurement; strategies of intervention, programs, and policies in five different areas. Presents the past and present state of social intervention and the necessary considerations for applied research. Considers economic, political, educational, and other situations related to planning and policy making.

Tropman, J. E., M. J. Dluhy, and R. M. Lind, eds.
1981 New Strategic Perspectives on Social Policy. New York: Pergamon, 598 pages.
*

Collected work on public policy describing policy, approaches

to policy, and the consequences of implementation. Provides examples of varied public policy uses and limits at different levels and gives several frameworks for policy development and evaluation. Details a total picture of many related aspects of social policy decisions.

Wildavsky, A.
1979 Speaking Truth To Power: The Art and Craft of Policy Analysis. Boston: Little, Brown and Company, 431 pages.
*
Written to detail the total picture of public policy from reasons for analysis to process and constraints of policy analysis. Often assumes prior knowledge in the policy field but relates policy analysis from the individual to national level and suggests means for improving public policy administration and analysis. Presents policy analysis as a multi-discipline field requiring inputs from many sources.

Williams, W., et al.
1982 Studying Implementation: Methodological and Administrative Issues. Chatham, New Jersey: Chatham House, 184 pages.
*
Describes the process of evaluting policy implementation and details role expectations for those involved in the analysis. Introduces the background for policy analysis followed by discussion of methods for tracking and evaluating consequences. Focus on policy implementation analysis differs from other works in the field which examine policy formulation. Reveals the administrative problems of policy implementation.

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1983 Colorado Statewide Master Plan for Postsecondary Education: Third Draft. Denver: Colorado Commission on Higher Education, 202 pages.
*
Defines the education task for Colorado and relates the authority, purpose and process of planning. Provides an analysis of past Colorado trends, including demographic trends, and trend projections. Focuses on the economic factors of education more than student needs. Raises questions and issues about the type of centralized or decentralized governance; about the quality of and access to postsecondary education. Considers public and private education resources and lists the available programs. Provides a mission statement for public colleges and universities.

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1982 Public Policy Research Organization Publications. Irvine, California: University of California, 32 pages.
*
Lists publications which report research on public policy matters. Contains reference to more than one hundred forty publications in the broad general categories of technology and public policy, human cost accounting and public and private management. Many of the publications listed appear in referenced journals available in larger libraries.

Planning Strategies and Education

Fenske, R. H., ed.
1978 Using Goals in Research Planning. In New Directions for Institutional Research Series 19. San Francisco: Jossey-Bass Publishers, 90 pages.

*

Targeted at postsecondary education adminstrators and institutional planners, this book of readings focuses on use of goals as the basis for planning and evaluation research. Goal assessment, the problem of varying levels of specificity of goal statements, and research design and instrumentation are discussed. Case studies which exemplify goals-oriented planning and research are included.

Lewis, J. Jr.
1983 Long-Range and Short-Range Planning for Educational Administrators. Boston: Allyn and Bacon, 383 pages.

*

Presents a detailed explanation of strategic planning processes including assumptions, criteria, techniques, and evaluation procedures. Answers questions from start to finish for three different strategic planning methods. Focuses primarily at the school district level but is amenable to other levels of operation.

Morrison, J.L., W.L. Renfo, and W.I. Boucher, eds.
1983 Applying Methods and Techniques of Future Research, New Directions for Institutional Research 34 (September). San Francisco: Jossey-Bass Publishers, 110 pages.

*

This book describes futures research approaches for assessing external environments and for forecasting in higher education. Aimed at planners, the methods discussed are: environmental scanning (to identify emerging issues); cross-impact analysis (to explore relationships among possible future events); and scenario-writing (to identify and explore alternative futures). An annotated bibliography on futures research methodology is included.

Tanner, C.K., and E.J. Williams
1981 Educational Planning and Decision-Making: A View Through the Organizational Process. Lexington, Massachusetts: D.C. Heath, 238 pages.

*

Providing both theory and method, this text focuses on organizational planning and management in education settings. Decision-making procedures and evaluation techniques are focal; applications of management-by-objectives and Delphi approaches are included, along with a Likert-scale evaluation instrument.

Uhl, N.P., ed.
.1983 Using Research for Strategic Planning. In New Directions for Institutional Research Series 37 (March). San Francisco: Jossey-Bass Publishers, 106 pages.

*

Defining strategic planning and master planning as synonymous, this text focuses on the contributions which institutional research can make to the postsecondary planning process. A four-phase planning process is described and expected outcomes are discussed.

Planning and Research Methods, General Sources

Bailey, K.D.
1982 Methods of Social Research (Second Edition). New York: The MacMillan Company, 553 pages.

*

Presents an overall view of social research as a scientific process linking research with theory. Divided into sections on principles of research, survey methods, nonsurvey methods, data reduction, data analysis, interpretation and application. Includes discussion of all major research concerns and data collection techniques, as well as the use of computers and statistics in data analysis. Written in easily understood language with each chapter independent enough to permit learning any single concept without reading the entire book. Concludes with a presentation and discussion of research ethics and a useful glossary of terms.

Blumer, M.
1982 The Issues of Social Research: Social Investigation in Public Policy-Making. London: George Allen and Unwin, 184 pages.

*

An introduction to applied social research methodology for those at an intermediate level of prior knowledge. Begins with some history of applied social research followed by issues in the theory of acquiring social knowledge. Includes discussion of models of the relationship between knowledge and policy, research designs, measurement related issues, and the use and abuse of research. Takes a somewhat critical view of the use of social research and patterns of influence over the research process. Argues that social research provides understanding rather than solutions. Part of a series of books addressing issues in social research.

Burgess, R.G., ed.
1982 Field Research: A Sourcebook and Field Manual. London: George Allen and Unwin, 286 pages.

*

A collection of thirty-four articles dealing with different aspects of field research strategies and techniques. Designed for use as an overall introduction to field research or to be read in parts as needed. Divided into major problem areas of starting field research, field roles, field problems, sampling strategies, conversations in field research; historical sources, combining strategies, recording data, theorizing, analysis, and reporting of filed research. Intended to address all relevant issues rather than provide solutions to the problems of field research. Provides a large suggested reading list with each chapter and gives special attention to methodological issues.

Johnson, L.G., ed.
1980 Assessing the Needs of Adult Learners: Methods and Models. Columbus: Ohio Board of Regents, 71 pages.

*

A four-part focus on the assessment of adult learners' needs. Patricia Cross describes the state of the art, highlighting process and products of needs assessment fro... 40 major studies. Presents four assessment models of programs for nursing, women, university adults and continuing education. Provides guidelines for decision-making and implementation through a view of the characteristics and benefits of a needs assessment. An annotated bibliography is included.

Knop, S., T. Grieder, and E. Knop
1983 Public Opinion Studies: Low-Cost Methods for Soliciting Perspectives of the Public and Special Interest Groups. Denver: Lifelong Learning Project, Colorado Commission on Higher Education, 47 pages.

*

Insights for policy analysis and formulation can be gathered in a number of ways, among them polling of the public and special interests groups. Common points of skepticism about such opinion polls are that: 1) people are not knowledgeable enough to respond, 2) to overcome knowledge deficits is too time consuming and costly to be undertaken often, and 3) the process of polling may result in unrealistic expectations on the part of the respondents. The experiences of a Colorado adult education policy study suggest this skepticism is unwarranted. Results of study procedures indicate that thoughtful judgments on complex matters can be solicited at low cost from members of the public and special interest groups, without heightening potential for conflict or risking unreasonable expectations. Methods which yielded much data and unusually high response rates are described including two-staged mailed surveys and "working" conferences.

Kuhns, E., and S.V. Martorana, eds.
1982 Qualitative Methods for Institutional Research. In New Directions for Institutional Research Series 34 (June). San Francisco: Jossey-Bass Publishers, 125 pages.

*

Proposes a view of qualitative and quantitative methodological approaches as two complemetary paradigms; each adding support for planning, policy-making and decision-making in institutions of higher education. Examines qualitative research applications and presents a model for combining qualitative and quantitative methods.

Leedy, P. D.
1980 Practical Research: Planning and Design (Second Edition). New York: The MacMillan Company, 269 pages.

•

A simple language step-by-step manual for planning and designing research projects for those with no prior knowledge of this field. Defines research, explains steps and issues in research planning and design, reviews four methods of research design, and discusses the writing of research reports. Includes a sample proposal and practicum in research. Considers a wide range of basic issues in research including factors in data gathering, levels of measurement, and standard parametric and non-parametric statistics. Introduces the essential facets of research without going into the underlying theory at great length.

Lindblom, C. E., and D. K. Cohen
1979 Usable Knowledge: Social Science and Social Problem Solving. New Haven: Yale University Press, 129 pages.

•

Presents an argument that professional social inquiry is a technique for attacking social problems and that the uses and limits of this technique should be better understood. Suggests that social sciences are best when combined with ordinary knowledge to produce enlightenment about policy decisions and social problems rather than explaining problems.

Rubin, H. J.
1983 Applied Social Research. Columbus, Ohio: Charles E. Merrill, 502 pages.

•

Describes the social research process and techniques as a tool for gathering and analyzing of data in making decisions. Presents the total picture of research methodology in decision-making. Includes sections on the research setting, problems in research, data-gathering techniques, research design, data analysis, and methods for communicating findings. Comments on the procedures and pitfalls of several data sources, including availability of data. Provides a glossary of terms and review sections, and reveals possible computer applications for real world research. Written in simple language with no assumption of prior research knowledge. Contains examples which relate to existing concerns.

Rubin, H. J.
1983 Applying Social Research: Exercises to Accompany Applied Social Research. Columbus, Ohio: Charles E. Merrill, 200 pages.

•

Written to supplement a basic text, this workbook contains fifteen sets of examples, bullet summaries, lists of key concepts, and exercises. Covers the major issues in applied social research and teaches such useful skills as designing problems and reading data tables. Can be used to identify strengths and weaknesses of one's knowledge of research.

Sudman, S., and N. Bradburn
1984 "Improving mailed questionnaire design." Making Effective Use of Mailed Questionnaires. In New Directions for Program Evaluation 21. San Francisco: Jossey-Bass Publishers, 33-47.

•

Identifies situations in which mailed questionnaires are most appropriate and those in which more expensive procedures are necessary. Describes populations where use of mail surveys is indicated or contra-indicated; the characteristics of appropriate questionnaires; threatening and non-threatening questions; reporting of socially desirable versus undesirable behavior. Clearly favors the use of questionnaires if the limitations of mail surveys are not serious in a particular case.

Tetlow, W.L., ed.
1984 Using Microcomputers for Planning and Management Support. In New Directions for Institutional Research Series 44 (December). San Francisco: Jossey-Bass Publishers, 103 pages.

•

Provides useful, practical insights regarding the evolution of information systems and applications of microcomputer technology to institutional research and planning tasks. Offers suggestions for selecting appropriate software and hardware, using the microcomputer to communicate information and matching types of microcomputers to tasks. Concludes most administrators and decision support management may lag behind the computing revolution which is already here.

Vlachos, E.
1985 "Scenarios as planning tools: an example from an agricultural transformations project in process." PACE 2 (2, Spring) 13-14. Fort Collins, Colorado: Population Dynamics Project, Colorado Commission on Higher Education.

•

A description of a project initiated by the Colorado Experiment Station to create a comprehensive framework and new approaches for understanding and coping with agricultural transformation

in the state of Colorado. Describes four scenarios ranging from no growth to catastrophic growth in five idealized divisions of the state and the purpose of the methodology used in the project. Considers the project an effort to provide a wider spectrum of futures for Colorado.

Welch, S., and J. C. Comer
1983 Quantitative Methods for Public Administration: Techniques and Applications. Homewood, Illinois: Dorsey, 314 pages.

•

Presents examples and methods for policy analysis and decision making. Provides complete instructions from hypothesis formulation to tests of significance and appropriate applications. Relates statistical methods, use of computers, and several techniques to public policy analysis. Includes statistical models and appendixes.

Yeaton, W.H., and P.M. Wortman, eds.
1984 Issues in Data Synthesis. San Francisco: Jossey-Bass Publishers, 95 pages.

•

Argues that the synthesis of research is a viable new tool for revealing complex findings, but that synthesis is a step in scientific development rather than a final solution. Assumes the reader has a high level of research sophistication as the discussion focuses on meta-analysis in quasi-experiments, evaluation research and statistics. Presents a discussion of the use of evaluation synthesis for medical use and legislator use. The bottom line is that new techniques for research and evaluation can be developed including resolving relevant issues and building needed statistical procedures from the existing knowledge base.

EJ258536 SE530981
Uses and Limitations of Models in Policy Design.
Khan, R. N.
Impact of Science on Society, v31 n4 p449-60 Oct-Dec 1981
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN82
Explains and illustrates three different kinds of models: systems, process (linear), and a systems-process combination. Gives examples of models from ecology, communications, economics, demography, and education to demonstrate the use of models in policy decisions. (DC)

ED057472 EA003876
Demographic Accounting and Model-Building. Education and Development Technical Reports.
Stone, Richard
Organisation for Economic Cooperation and Development, Paris (France).
1971 130p.
Available from: OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.75)
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR72
This report describes and develops a model for coordinating a variety of demographic and social statistics within a single framework. The framework proposed, together with its associated methods of analysis, serves both general and specific functions. The general aim of these functions is to give numerical definition to the pattern of society and to the way in which this pattern changes over time. Their specific aim is to provide a comprehensive and consistent basis for education and manpower research, policy, and planning. (Tables appended may reproduce poorly.) (Author/RA)

Evaluation Sources

Keeton, M.T., ed.
1980 Defining and Assuring Quality in Experiential Learning. In New Directions for Experiential Learning Series 9. San Fransisco: Jossey-Bass, 108 pages.

•

A sourcebook focused on ways of enriching academic programs through experiential learning; creating and demonstrating high quality. Offers a conceptual and practical framework for roles, interaction and contributions of persons involved in effective programs. Explains options and the implied priorities for assuring quality. Explores the issues that arise when several options are pursued simultaneously. Identifies some principles for the pursuit of quality assurance.

Loveland, E. H., ed.
1980 Measuring the Hard-to-Measure. In New Directions for Program Evaluation Series 6. San Francisco: Jossey-Bass Publishers, 96 pages.

•

Addresses the difficulties of measuring hard-to-measure variables in programs and presents underlying reasons for problems. Highlights variables representing proximal program effects versus those reflecting attainment of goals; those representing the nature of intervention that are frequently omitted from program conceptualizations. Cites failure to analyze processes that require measurement such as human performance variables or the purpose of activity. Relates measurement to design concerns.

Moon, R.G. Jr., and G.R. Hawes, eds.
1980 Developing New Adult Clienteles by Recognizing Prior Learning. In New Directions for Experiential Learning Series 7. San Francisco: Jossey-Bass Publishers, 88 pages.

•

A resource for leading college officers, registrars and admissions directors or as a base during seminars focused on the development of new adult degree programs. Outlines major systems that a college might adopt for assessing prior learning and emphasizes key actions for implementation. Discusses the system of credit by examination pioneered by the College Board and two models for assessing prior learning. Considers the question of financial impact on the college awarding credit for prior learning.

Perloff, R., and E. Perloff, eds.
1980 Values, Ethics, and Standards in Evaluation. In New Directions for Program Evaluation Series 7. San Francisco: Jossey-Bass Publishers, 103 pages.

•

A "hard" look at the "softer" side of program evaluation: values, ethics and standards. In the first four chapters eight authors focus on values, presenting issues related to sociocognitive biases, measurement of program benefits and six evaluation models. Two authors examine the ethics of using control groups and decision making. Four others document the extent to which evaluators adhere to ethical practices and the role of accountability in evaluation.

Seldin, P.
1984 Changing Practices in Faculty Evaluation. San Francisco: Jossey-Bass Publishers, 200 pages.

•

Clear, practical advice for improving faculty evaluation methods, coping with difficulties and avoiding common problems. Provides examples, exhibits and materials that can be used in faculty assessment. Although focused on the liberal arts college, the problems and solutions described are readily transferable to evaluation programs in professional colleges. Allows those participating in promotion, tenure and retention decisions to compare trends and to explore outcomes presented.

Steel, R.G.D., and J.H. Torrie
1980 Principles and Procedures of Statistics: A Biometrical Approach (Second Edition). New York: McGraw-Hill, 633 pages.

*

A reorganized, updated, and expanded version of an earlier edition written by a statitician and an agronomist to permit the use of statistics while in the process of learning the techniques. Presents a nonmathematical approach using simple language to introduce parametric statistics and briefly discusses nonparametric techniques. Includes detailed discussion of standard techniques and less detailed discussion of many other techniques. Ties statistics to experimental design procedures and includes examples from sociology. Specific techniques include descriptive methods, analysis of variance, regression, correlation and many others.

Thorndike, R.M.
1982 Data Collection and Analysis: Basic Stategies. New York: Gardner Press, 478 pages.

*

Presents an alternative to learning statistics as both the principles of data analysis and the underlying procedures for data collection. Rather than choosing mathematical or word presentaions of context, this book provides the simple language text and the math derivations in an appendix. Also included are statistical tables and an appendix of equation summaries. The result of this approach is a detailed discussion of standard techniques and logic requiring no prior statistics knowledge and, at the same time, there is a quick review for those skilled at various procedures. Descriptive and inferential procedures are included.

Argyris, C.
1982 Reasoning, Learning, and Action: Individual and Organizational. San Francisco: Jossey-Bass Publishers, 499 pages.

*

Presents a detailed discussion on learning styles, constraints, and ways to enhance learning. Focuses on enhancing individual and varied group communication skills to facilitate action based on learned reasoning. Problem identification and solution underlies the entire book as the results of research and case studies are presented. Provides a means of intervening in favor of learning and reasoning.

Berkowitz, B.
1984 Community Dreams: Ideas for Enriching Neighborhood and Community Life. San Luis Obispo, California: Impact Publishers, 255 pages.

*

A compilation of ideas for enriching neighborhood and community life; a book of "practical utopias." For those who care about making communities better, this resource focuses on skills, food, housing and urban design; safety, transportation, libraries, employment and most of the other diverse areas of community life and development that are present whatever the location. Presents new and borrowed ideas for practical use.

Dressel, P.L.
1981 Administrative Leadership: Effective and Responsible Decision Making in Higher Education. San Francisco: Jossey-Bass Publishers, 233 pages.

*

Describes the failures of administration in higher education and ties these failures to ineffective training and the lack of reasonable evaluation of administrators. Provides guidance for administrator training and suggests methods to accomplish effective management of educational institutions including reference materials and a glossary of terms.

Goodman, P. S. and Associates
1982 Change in Organizations: New Perspectives on Theory, Research, and Practice. San Francisco: Jossey-Bass Publishers, 446 pages.

*

Presents a review of current organizational change theory and knowledge followed by a discussion of types of change and constraints to organizational change. Concludes with sections on managing organizational change, improving effectiveness and evaluating organizational change. Identifies key elements of change processes and is oriented toward long range management of organizational change.

Hersey, P., and K.H. Blanchard
1977 Management of Organizational Behavior: Utilizing Human Resources. Englewood Cliffs, New Jersey: Prentice-Hall, 360 pages.

*

Explains why people act as they do and presents methods of effectively predicting future behavior. Suggests ways of directing, changing and controlling behavior. Focuses on the behavioral approach to management; motivation, the environment, leadership, and the determination of effectiveness. Describes the management of organizational effectiveness, planning and implementing change.

Keeton, M.T. and Associates
1976 Experiential Learning: Rationale, Characteristics, and Assessment. San Francisco: Jossey-Bass Publishers, 265 pages.

*

Clarifies the conceptual foundations of experiential education and its valid assessment. Provides information regarding the development of our present postsecondary learning options and credentials, an analysis of experiential learning, and the state of the art in its assessment. Presents a historical perspective on experiential learning and renews present educational and credentialing needs. Emphasizes the need for educational diversity and warns against substitution of experiential education for classroom learning. Views adult development as a goal of collegiate learning.

Keeton, M.T., and P.J. Tate, eds.
1978 Learning By Experience — What, Why, How. In New Directions for Experiential Learning Series 1. San Fransisco: Jossey-Bass Publishers, 109 pages.

*

The first of a new sourcebook series focused on experiential learning. Provides an overview of the field of activity and of work on experiential learning problems. For those promoting such learning, those opposed or wanting to understand and those totally unfamiliar with the field. Reviews the boom in experiential learning, quality problems and experiential learning theory. Outlines the scope and varieties of experiential learning nondiscriminatory recognition. Describes the student as a comparison shopper.

Knowles, M.S.
1984 Andragogy in Action: Applying Modern Principles of Adult Learning. San Francisco: Jossey-Bass Publishers.

*

Presents examples of groups applying andragogy to real-life situations. Using a case study format, this resource reviews the art of helping adults learn and focuses on applications in business, industry, government, colleges and the health professions; religious, remedial, elementary and secondary education. Discusses what has been learned from practice and research; previews future education and training needs.

Knowles, M.S.
1980 The Modern Practice of Adult Education: From Pedagogy to Andragogy. Chicago: Association Press/Follett Publishing Company, 40 pages.

*

A comprehensive guide to andragogy, the theory and practice of adult education. Explains the concept of lifelong learning, techniques of teaching and learning and the shift of emphasis from the teaching to learning. Offers examples of contract learning, practical applications of andragogical principles, and program development procedures. For persons engaged in the continuing education of adults.

Menson, B., ed.
1982 Building on Experiences in Adult Development. In New Directions for Experiential Learning Series 16 (June). San Francisco: Jossey-Bass Publishers, 129 Pages.

*

A sourcebook designed to present adult development from a variety of perspectives that distinguish the concerns of adult learners from those of traditional college students. Helps educators form realistic expectations of educational institutions in their efforts to meet the needs of adults. Presents programs and services that reflect an adult development perspective. Provides an overview of the theories of adult development but concentrates on practical program suggestions.

Naylor, H.H.
1976 Leadership for Volunteering. Dryden, New York: Dryden Associates, 214 pages.

*

A series of appeals for orderly vs chaotic development of the volunteer potential, with strong administrative support. Suggests the need for a volunteer system flexible enough to accomodate diverse groups and settings that stimulate growth and commitment and avoid stifling spontaneity or responsiveness. Presents an overview of volunteerism, voluntary action centers, training, education, creative use of volunteers and myths about volunteering.

Odiorne, G.S.
1984 Strategic Management of Human Resources: A Portfolio Approach. San Francisco: Jossey-Bass Publishers.

*

Presents a strategic approach to managing human resources that sees employees as assets and applies techniques designed to manage investment portfolios. Divided into four parts, the resource reviews 1) a strategy for managing resources; 2) the management of high performing employees; 3) the management of poor performers; and 4) portfolio management strategies.

Omer, S.M.
1983 Institution Building and Comprehensive Social Development. Washington, D.C.: University Press of America, 272 pages.

*

Presents a conceptual framework of institution building as a strategy for achieving comprehensive social development. Focuses on formulation of a theory for development and progress (socio-economic and political) in developing countries. Explores the validity of two premises: greater participation and control supports formulation of a socio-political system more conducive to equitable development; and increase in public involvement is necessary for stability and permanence in development activities.

Thomas, D.W., H.R. Potter, W.L. Miller and D.F. Aveni, eds.
1972 Institution Building: A Model for Applied Social Change. Cambridge, Massachusetts: Schenkman Publishing Company, 291 pages.

*

An approach to technical assistance which recognizes and confronts problems that have arisen from the lack of relevance and the presence of "outside experts". A proposal for developing an indigenous, long-run technical assistance facility that can create or provide techniques for solving problems related to the environment. Describes use of the model with two major endeavors: the Inter-University Research Program in Institution Building and the Committee on Institutional Cooperation - Agency for International Development. Papers included were selected from the Summer Workshop on Agricultural College and University Development.

Tough, A.
1982 Intentional Changes: A Fresh Approach to Helping People Change. Chicago: Follett Publishing Company, 191 pages.

•

A comprehensive analysis of field research based on interviews with 330 persons in England, Canada and the United States. Focuses on the intentional changes of life and the steps taken to make them. Demonstrates that people choose, plan and implement intentional changes. Discusses the implications of thse findings for professional groups and practitioners interested in supporting learning without assuming too much control; for improving professional practice and policy.

Wilson, M.
1981 Survival Skills for Managers, Boulder, Colorado: Volunteer Management Associates, 264 pages.

•

A book that makes a statement about people and what happens to them in today's technocratic hierarchial organizations. Focuses on the responsibility and the opportunity of being entrusted with leadership roles. Begins with a chapter on creativity, moves to a study of creative problem-solving, power and negotiations, then addresses the issues of conflict, stress and time problems.

Wilson, M.
1976 The Effective Management of Volunteer Programs. Boulder, Colorado: Johnson Publishing Company, 197 pages.

•

A practical rather than academic or theoretical book that shares a philosophy about volunteers and how to encourage their growth and self-renewal. Suggests directors of volunteer programs have an awesome responsibility that involves management skills of the highest order. Presents literature from the fields of business, the behavioral sciences and communication. Applies management theory to volunteer program development and implementation. Confronts the impact managers of volunteer program have on the people who work with and for them.

Wlodkowski, R.J.
1985 Enhancing Adult Motivation to Learn. San Francisco: Jossey-Bass Publishers.

•

Describes the motivated adult's ability to work harder, learn more and to continue to learn. Comprehensively details how adult learning can be enhanced in colleges and universities; business and industry. Discusses the key factors that influence motivation and presents 68 strategies that can be applied to instruction. Analyzes the desire to learn and explains the effects of age, intelligence, personality and memory on motivation. Introduces a model of motivation based on attitudes, needs, emotion, competence, reinforcement and stimulation.

ED235343 CE037141

Enhancing the State Role in Lifelong Learning. Case Studies of the Six Pilot States.

Coffey, Janis Cox; And Others

Education Commission of the States, Denver, Colo. Education Improvement Center.; State Higher Education Executive Officers Association.

1983 79p.

Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.

Available from: Publications Dept., Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.50).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEMAR84

During a pilot project on the state role in facilitating adult learning, six states were asked (1) to establish and maintain a participatory planning mechanism for gathering information and building consensus among the public and private agencies and institutions within their states and (2) to use that mechanism in formulating policy recommendations on key aspects of the adult learning scene. This report, one in a series of publications developed under the project, describes the experiences of the project's six pilot states in clarifying the roles that states can play in planning for the provision of adult learning. For each of the six states (California, Colorado, Illinois, Kansas, New York, and Ohio), demographic and background data found, results and products created, and publications written are discussed. A summary of the results of each of the six projects is included. (KC)

ED195776 CE027441

Practices and Problems of Adult Basic Education in Rural Areas.

Richardson, E. Gordon

Northeast Missouri State Univ., Kirksville.

[1980 11p.; Paper presented at the National Adult Education Conference (St. Louis, MO, November 6, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; Missouri

Journal Announcement: RIEMAY81

The percentages of adults needing adult basic education (ABE) programs in rural areas may not differ from those found in metropolitan areas, but the delivery of the system may be different. For example, the rural ABE teaching staff probably will be recruited from the ranks of the regular elementary or high school teachers to teach at night also, so may experience a higher turnover rate because of fatigue. Also, the rural ABE teacher may have to take sole responsibility for the program, recruiting as well as organizing and conducting the program, since the ABE director may be miles away. Students in rural ABE programs are often known to the teacher, which is an advantage in terms of tailoring the program to individual needs; but at the same time, persons who could make use of the program may refuse to attend because the community would then find out about his/her lack of basic skills which has previously been hidden by the individual's coping mechanisms. The rural ABE program may also be at a disadvantage because its location and teachers may have negative associations for potential participants, while urban ABE students can pick from several locations without previous negative associations. In general, the differences between rural and urban ABE programs arise from the different situations in which they are conducted, while their objectives and proficiency assessment are similar or identical. (KC)

ED225244 EA015262

Preparing Leaders to Anticipate and Manage the Future: Part II: Critical Challenges for Leaders Who Anticipate and Manage the Future.

Hoyle, John R.; McMurrin, Lee R.
University Council for Educational Administration, Columbus, Ohio.

1982 32p.; A Task Force Report from the UCEA University-School Partnership. For related document, see EA 015 261.

Available from: Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, OH 43210 ($2.50; orders under $10.00 must be prepaid).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJUN83

Six major areas considered most likely to present stern challenges to educational leaders in the final years of the 20th century are: (1) changing demographics, (2) economics, (3) technology, (4) occupational and vocational education, (5) human rights, and (6) family structure. Relying on major reports, current periodicals, and personal experiences, the authors of this monograph identify key information about the six areas and stress the extent to which each area is and will be a challenge to educational leaders. The challenges are first described from a general perspective in each of the six areas and then linked to the urban school district of Milwaukee (Wisconsin). (MLF)

APPENDICES

APPENDIX A

DEMOGRAPHIC BASICS

APPENDIX A

[1]

Demography Basics

Introduction: Demography is the systematic study of human population. Within the field of demography there are formal mathematical components and social, or historical, components which combine to yield valuable insights for decision making and program administration in social environments, such as education. These insights result from the ability to either describe, explain or predict changes in population size, population composition and population distribution. This appendix provides some basic terms and concepts of demography to allow fullest utilization of insights in expanding planning options and meeting service demands.

Population Variables: Any study of population can investigate three basic features, independently or in combination. These features are:

1. Population size: The number of persons having any specified characteristic (e.g., total persons).
2. Population distribution: The physical arrangement of people on the land (e.g., population per square mile).
3. Population composition: The characteristics of individuals for purposes of classification (e.g., age, sex, race, education, religion, etc.).

Factors of Population Change: Population size, population distribution and population composition are subject to change over time. It is useful to be able to describe a population as well as explain or predict changes in a population. Population change can not be explained or predicted using only population size, composition and distribution. There are three factors which are capable of producing population change:

1. Fertility: The actual levels of population reproduction.
2. Mortality: The actual levels of death in a population.
3. Migration: The movement for purposes of residence from one geographic location to another.

There are several different measures, rates and ratios for fertility, mortality and migration. However, it is initially most important to simply recognize that these forces are capable of producing change, and the size, composition and distribution of a population is what changes.

Data Sources: In any study it is possible to obtain primary data using such methods as questionnaire evaluations and other surveys, although these methods are often beyond the scope of time and financial resources. While it is often useful to obtain first-hand primary data, the study of human populations is greatly aided by available secondary, or existing, data sources. Among the secondary data sources are vital statistics gathered by registration, and publications of the U.S. Bureau of the Census. It should also be noted that local data can be gathered from school registrations, utility connect/disconnect and "Welcome Wagon" visits. This last type of data are especially useful for monitoring local situations and less frequently collected secondary data and is a viable solution for data user networks.

Vital Statistics: The National Vital Statistics Registration System, an agency of the National Center for Health Statistics (NCHS) United States Public Health Survey, compiles registration data on birth, fatal death, marriage and divorce. The data is published annually in Vital Statistics of the United States, summarized in Statistical Abstract of the United States and is available in most county records sections. The Colorado source of vital statistics is:

Health Statistics and Vital Records Division
Colorado Department of Health
4210 East 11th Avenue
Denver, Colorado 80220
(303) 320-8475

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[1] Prepared by Randal Nelsen, Population Dynamics Project, Colorado Commission on Higher Education.

Subject Items Included in the 1980 Census

100-Percent Items

Population

Household relationship
Sex
Race
Age
Marital status
Spanish/Hispanic origin or descent

Housing

Number of units at address
Complete plumbing facilities
Number of rooms
Tenure (whether unit is owned or rented)
Condominium identification
Value of home (owner-occupied units and condominiums)
Contract rent (renter-occupied units)
Vacant for rent, for sale, etc.; and period of vacancy

Sample Items*

Population

School enrollment
Educational attainment
State or foreign country of birth
Citizenship and year of immigration
Current language and English proficiency
Ancestry
Place of residence five years ago
Activity five years ago
Veteran status and period of service
Presence of disability or handicap
Children ever born
Marital history
Employment status last week
Hours worked last week
Place of work
Travel time to work
Means of transportation to work
Persons in carpool
Year last worked
Industry
Occupation
Class of worker
Weeks looking for work in 1979
Amount of income in 1979 by source

Housing

Type of unit
Stories in building and presence of elevator
Year built
Year moved into this house
Acreage and crop sales
Source of water
Sewage disposal
Heating equipment
Fuels used for house heating, water heating, and cooking
Costs of utilities and fuels
Complete kitchen facilities
Number of bedrooms
Number of bathrooms
Telephone
Air conditioning
Number of automobiles
Number of light trucks and vans
Homeowner shelter costs for mortgage, real estate taxes, and hazard insurance

*To meet the aim of greater statistical reliability for small areas, there will be a 50% sample for governmental jurisdictions with a population of less than 2,500. The sample will be one-in-six (16.7%) in areas with a population of 2,500 or more, yielding a National sample rate of 19.7%.

1980 Census data are available in nine basic publications for each state, five summary tapes (STFs) and in a series of Current Population Survey (CPS) publications which update the decennial census. In many states the State Demographer is able to create custom computer files which incorporate up to date vital statistics, census statistics and estimates.

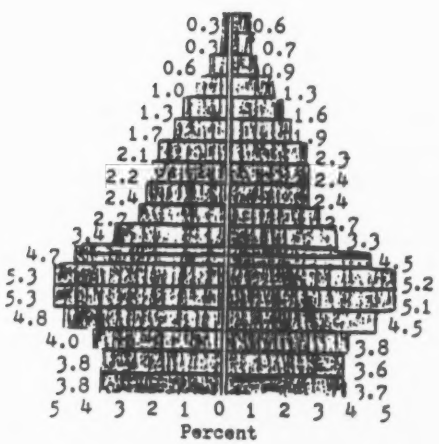
Using Demography: The simplest use of demographic data are for describing a population. Describing a population most frequently involves revealing trends and creating a profile. Trends require special caution because not all data are obtained in the same manner over years. Therefore, historical comparability must be checked in advance. To reveal some uses and techniques of demography the General Population Characteristics (PC80-1-B7) will be used to create a profile of the state of Colorado and reveal some trends.

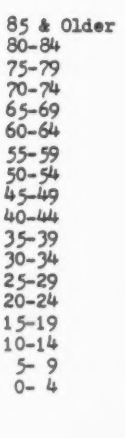
The essential first step in a population study is to specify geographic boundaries. For purposes of example, the state of Colorado will be used as the geographic unit. Within this unit the task is to determine the size, distribution and composition of the population using 1980 census data. Once the size, distribution and composition profile is completed it can be compared to later population estimates or prior census years to determine if there is a population change. If change in population is found it is possible to determine if the change resulted from fertility, mortality or migration, or some combination of these three.

The population in 1980 was 2,889,964 and in 1970 it was 2,207,259 (PC80-1-B7 Table 20:24). These two numbers alone reveal the population size at two different times and an increase of 682,705 individuals in a ten year period.

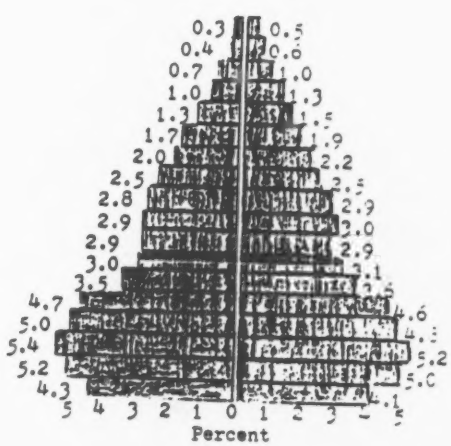
The following "AGE-SEX PYRAMIDS" reveal the percentage of males and females in five year age groups for the years 1980 and 1970.

2,889,964
TOTAL COLORADO POPULATION, 1980
(In Percents)





2,207,259
TOTAL COLORADO POPULATION, 1970
(In Percents)



Source: PC80-1-B7

Note: Due to rounding error, a summing of all age categories for male and female may not total to 100%

These bar graphs are calculated:

$$\frac{\text{Number of males/females in age group}}{\text{Total population for year}} \times 100$$

The age-sex pyramid combines the composition characteristics of age and sex into a single style of presentation. It would also be possible to control for other characteristics, such as race, and the presentation in percents allows for comparison between years.

For population distribution, Table 14 (PC80-1-B7:7) reveals that 2,329,869 individuals reside in urban areas and 560,095 reside in rural areas within Colorado. This table also reveals that the 1970 to 1980 population increased 30.9% for the state, 34.4% in urban areas and 18.2% in rural areas.

From even this simple and quick population analysis it is possible to make several reasonable conclusions. The population of Colorado has undergone rapid growth from 1970 to 1980 with much of the growth in urban areas. The male and female growth has been about the same, but females have a higher median age than males and the median age for the total population increased from 1970 to 1980. Change in the population size and age structure over the period of this analysis suggests that the increase in population was heavily influenced by migration. In other words, the population pyramids point out that the 20-29 year old cohorts experienced the largest percentage growth from 1970 to 1980. If the change were due to fertility the increase should reflect in the 0-9 year old cohorts.

Applying Insights in Education Planning: Three basic, and enduring, questions are: 1) What can be known, 2) How can it be known, and 3) So what? It has been the contention throughout this appendix that demography provides the tools for knowing about population growth, age shifts and other forms of change. There is much more which must be explored (e.g., are there underserved populations, will migration and other trends continue, and will the migrants in the 20-29 age cohort produce an increase in K-12 aged children) and these topics require more analyses. Additional analyses are possible using combinations of descriptive analyses, explanatory analyses (i.e., why does change occur, why are there seeming inequalities, etc.) and predictive analyses (i.e., what will future Colorado population size, distribution and composition be).

As information improves, education planning benefits. The size and composition of the student population can be better matched to the number and location of new and existing facilities, the number of teaching professionals and the variety of other resources. This appendix has introduced the field of demography at a very basic level and pointed out that a vast amount of important information can be obtained. However, it remains for education planners to take this available information and answer that important question, "So what?".

It is important to remember that once a profile and trends are identified, vital statistics and local data provide a means of monitoring changes. It is also worth noting that data user networks improve the ability to acquire local data in a time and cost effective manner. The conclusion is that the combined techniques of demography yield better informed planning and management.

APPENDIX B

OBTAINING RESOURCES: FEDERAL AND STATE LOCATIONS

OBTAINING GOVERNMENT PUBLICATIONS

U.S. Government Reports: A primary source of information about population profiles and trends are Census Bureau and other U.S. government publications. Many of these publications are available for review at State Data Center Network offices and state depository libraries. Included in this appendix is a list of Colorado State Depository Libraries, the Colorado State Data Center Directory and a Colorado State Data Center Price Schedule. Also included is the address list of State Coordinating Organizations for the U.S. State Data Center Program.

The Colorado State Data Center has produced a list of Census Bureau publications which are specifically about Colorado; it is included in this appendix. Additionally, the annual Bureau of Census Catalog provides information about other state, national and international publications. To purchase Census Bureau and other U.S. government publications include the publication title, GPO stock number and call number, and order from:

The Government Bookstore
Federal Office Building
19th and Stout Street, Room 117
Denver, CO 80294 (303/844/3964)

or

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Reports produced in Colorado: Papers and technical works of state-sponsored agencies and organizations are frequently available on microfiche at Colorado State depository libraries. To locate the closest depository library consult the list of Colorado State Depository Libraries included in this appendix.

National Center for Education Statistics (NCES) Material: An additional source of education data is contained in NCES tapes. Included in this appendix is a list of NCES education data tapes and the address for obtaining these tapes.

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If to be charged to Supt. of Docs. account, indicate Deposit Account No.:

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(alphabetized by city)

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Adams State College
Alamosa, Colorado 81102
(303) 589-7781

Aurora Public Library
14949 East Alameda Drive
Aurora, Colorado 80012
(303) 695-7456

Norlin Library, Campus Box 184
University of Colorado
Boulder, Colorado 80011
(303) 492-8834

Pikes Peak Library District
20 North Cascade Ave., P.O. Box 1579
Colorado Springs, Colorado 80901
(303) 473-2080

Library, Univ. of CO at Colorado Springs
Austin Bluffs Parkway
Colorado Springs, Colorado 80907
(303) 593-3295

Craig-Moffat County Library
570 Green Street
Craig, Colorado 81625
(303) 824-5116

Auraria Libraries
11th at Lawrence
Denver, Colorado 80203
(303) 629-2639

Denver Public Library
1357 Broadway
Denver, Colorado 80203
(303) 571-2130

Durango Public Library
1188 2nd Ave.
Durango, Colorado 81301
(303) 247-2492

Colorado State Univ. Libraries
Fort Collins, Colorado 80523
(303) 491-5911

Arthur Lakes Library
14th and Illinois
Colorado School of Mines
Golden, Colorado 80401
(303) 273-3665

Mesa County Public Library
530 Grand Ave.
Grand Junction, Colorado 81501
(303) 243-4442

James A. Michener Library
Univ. of Northern Colorado
Greeley, Colorado 80639
(303) 351-2987

Leslie J. Savage Library
Western State College
Gunnison, Colorado 80123
(303) 943-2860

Woodruff Memorial Library
522 Colorado Ave.
P.O. Box 479
La Junta, Colorado 81050
(303) 384-4612

Jefferson County Public Library
Lakewood Regional Library
10200 West 20th Ave.
Lakewood, Colorado 80215
(303) 232-7323

Arapahoe Regional Library
Christensen Library
2305 East Arapahoe Road
Littleton, Colorado 80122
(303) 795-2441

Garfield County Library
402 West Main
P.O. Box 328
New Castle, Colorado 81647
(303) 984-2346

Pueblo Library District
100 East Abriendo Ave.
Pueblo, Colorado 81004
(303) 544-1940

Sterling Public Library
5th and Walnut
Sterling, Colorado 80751
(303) 522-2023

COLORADO STATE DATA CENTER DIRECTORY

MAJOR COMPONENTS

Colorado Division of Local Government
1313 Sherman Street, Room 520
Denver 80203
Becky Picaso - 866-3120

Business Research Division
Graduate School of Business
University of Colorado/Boulder
Boulder 80309
Gerry Allen - 492-8227

County Information Service
Department of Economics
Sue Anderson - 491-5706
and
Documents Department
The Libraries
Colorado State University
Fort Collins 80523
Karen Fachan - 491-5911

AFFILIATES

Northeastern Colorado COG
300 Main Street
Fort Morgan 80701
Doug Price - 867-9409

Denver Regional COG (DRCOG)
2480 West 26th Avenue, Suite 200B
Denver 80211
Richard Gebhart - 455-1000

East Central COG
P.O. Box 28
127 Colorado Avenue
Stratton 80836
Mary Jo Downey - 348-5562

Pueblo Area COG
City Hall - #1 City Hall Place
P.O. Box 1427
Pueblo 81003
Tom Haga - 543-6006

District 10 Regional Planning Commission
301-B North Cascade
P.O. Drawer 849
Montrose 81402
David Anderson - 249-2436

Northwest Colorado COG
P.O.Box 739
Frisco 80443
Kim Koulet - 668-5445 (local)
573-7611 (direct)

Mesa County Public Library
530 Grand Avenue
Grand Junction 81501
Terry Pickens - 243-4442

Michener Library
University of Northern Colorado
Greeley 80639
Suzanne Schulze - 351-2987

Larimer-Weld Regional COG
201 East 4th Street, Room 201
Loveland 80537
Paul Rochette - 532-4480

Pikes Peak Area COG
27 East Vermijo
Colorado Springs 80903
Mike Anderson - 471-7080

Lower Arkansas Valley COG
507 Bent Avenue
Las Animas 81054
Ms. Lou McVey - 456-0692

Huerfano-Las Animas COG
Room 201, Courthouse Building
Trinidad 81082
Joseph A. DiGregorio - 846-4401

Colorado West Area COG
P.O.Box 351
Rifle 81650
Debbie Fritzlan - 625-1723

Upper Arkansas Area COG
P.O. Box 510
Canon City 81212
Phyllis Vendetti - 275-1675

Norlin Library
University of Colorado
Boulder 80302
Catharine Reynolds - 492-8834

Auraria Library and Media Center
11th and Lawrence
Denver 80204
Christina Woo - 629-8372

Colorado Supreme Court Library
B112 State Judicial Building
2 East 14th Avenue
Denver 80203
Linda Gruenthal - 861-1111

Denver Public Library
1357 Broadway
Denver 80203
Robert Shaklee - 571-2131

Aurora Public Library
1470 South Havana
Aurora 80012
Roslyn Fleischman - 695-7463

Arapahoe Regional Library District
2305 East Arapahoe Road, Suite 132
Littleton 80122
Ann Kelver - 798-2444

Division of Policy and Planning Statistics
Department of Health
4210 East 11th Avenue
Denver 80220
Jan Lehman - 320-5326

Leslie Savage Library
Western State College
Gunnison 81230
Nathan Lund - 943-2860

Jefferson County Library
10200 West 20th Avenue
Lakewood 80215
Louise Stwalley - 232-7114

University of Colorado Library
Austin Bluffs Parkway
Colorado Springs 80907
Judith Rice-Jones - 593-3289

Pikes Peak Library District
20 North Cascade
P.O. Box 1579
Colorado Springs 80901
Marti Goddard - 473-2080

Craig-Moffat County Library
651 Yampa Avenue
Craig 81625
Dortha Fae Babb - 824-5116

Durango Public Library
1188 Second Avenue
Durango 81301
Stanna Meyers - 247-2492

Lamar Community College Library
2401 South Main
Lamar 81052
Jeanne Gardner - 336-2248

Woodruff Memorial Library
P.O. Box 479
La Junta 81050
Barbara Hanzas - 384-4612

Division of Transportation Planning
Colorado Department of Highways
4201 East Arkansas Avenue
denver 80222
Harold Beier - 757-9540

Pueblo Library District
100 East Abriendo Avenue
Pueblo 81004
Charles Turner - 544-1940

Latin American Research and Service Agency
1123 C Delaware Street
Denver 80204
Pete Mirelez - 623-1465

Adams State College Library
Alamosa 81102
Shannon Patterson - 589-7781

University of Southern Colorado Library
2200 North Bonforte Boulevard
Pueblo 81001
Robert Cain - 549-2451

Western Colorado Rural Communities Program
Fort Lewis College
Durango 81301
Sam Burns - 247-7993

1
Current, October 1984

COLORADO STATE DATA CENTER PRICE SCHEDULE[1]

A.	Summary Tape File Processing	
	Access Fee	$25.00
	Per Page Fee	$ .25
B.	Processing Projections and Estimates	
	Files:	
	Access Fee	$10.00
	Per Page Fee	$ .25
C.	Community Profile Data Base	
	Access:	
	Hard Copy	$5.00
	Terminal Output	$ .50
	Charge Per Data Element	$ .05
D.	P.U.M.S. Tables	
	First Table	$75.00
	Additional Tables	$ 5.00
E.	Tape Copying (New Tape)	$75.00
	User Supplied Tape	$60.00
F.	Computer Services	
	Digitizer	$15.00/hr
	Connect on Terminal	$ .04/min
	CPU Time	$ .06/sec
	Disk Storage	$ .005/week
	Printer	$ 2.00/1000 lines
	Plotting (Paper)	$ .75/min
	Disk I/O	$ .01/sec
G.	Geographic Processing and Computer	
	Drafted Maps	Price as Quoted
H.	Microfiche Paper Prints (Per Page)	$1.00
I.	Xerox Copies (Under 10 Pages Free)	
	Per Page	$ .10

[1] Summary of services and price list provided by Colorado State Demographer's Office Fall, 1984.

School District Statistics and Other Education Data Tapes[1]

The following tapes are available through the National Center for Education Statistics (NCES):

Title	
1980 Census Data Aggregated by School District	
- STF IF Count Data on Population/Housing Characteristics	$75
- STF 3F Sample Estimates on Population, Income, Housing, Employment, Educational Attainment Characteristics	$115
- Summary Print Files (per state) for above files	$115
- Summary Print Files (per customer selected school district)	$40
- MARF 3 - Master Reference File with Census Block Groups and Enumeration District Records/Population & Housing	$75
- MARF 4 - as above with individual blocks, not groups	$315
1981-82 Local Education Agency (LEA) non-fiscal data	$75
1981-82 Survey of Degrees/other formal awards conferred	$75
1982-83 College Faculties Compensation	$75
1982-83 Basic Student Charges in Institutions of Higher Education	$75
1983-84 Institutional Characteristics of Colleges/Universities	$75
1981-82 Programs, Enrollments in Non-Collegiate Postsecondary Schools with Occupational Programs	$75

1980 High School and Beyond First Follow-Up Survey

- Base Year Files
  - Student: Background, Goals, Health, Career Selection
  - School: Type, Enrollment, Faculty, Programs, Grading
  - Parent: Background, Aspirations for Child
  - Teacher: Teacher Observations and Comments
  - Language: Languages spoken, use of English
  - Twin/Sibling: Identification of Twins, Triplets, Siblings
  - Friend: Identification of Friend Networks and Effects
- Merged Base Year and First Follow-Up Files-
  - Senior: 1980 Seniors and Postsecondary School Follow-Up
  - Sophomore: 1980 Sophomores Followed Through School and Beyond
- First Follow-Up Files-
  - Student Transcripts: Course Taking Behavior, Grades, etc.
  - Offerings and Enrollments: Available Choices and Numbers Selecting Given Courses
  - Updated School: Base Year Data on Schools Plus Follow-Up Data With Changes Indicated

- First File Purchased:	$80
- Each Additional File:	$45

For specific information on ordering contact: Attn: Data Systems Branch, U.S. Department of Education, National Center for Educational Statistics, 400 Maryland Ave., SW, Brown Building, Room 606, Washington, DC 20202, 202-254-6057.

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[1] Provided by Data Base Informer, May 1985, Vol. 2. No. 5.

State Data Center Program

State Coordinating Organizations

Address List

January 1984

U.S. Department of Commerce • Bureau of the Census • Washington, D.C. 20233

ALABAMA

Alabama State Data Center
Center for Business and
Economic Research
University of Alabama
P.O. Box AK
University, AL 35486
Dr. Carl Ferguson, Director
*Mr. Edward Rutledge
(205) 348-6191

Office of State Planning
and Federal Programs
State Data Center
P.O. Box 2939
3465 Norman Bridge Rd.
Montgomery, AL 36105-0939
Mr. Gilford Gilder
(205) 284-8775

Alabama Public Library Service
6030 Monticello Drive
Montgomery, AL 36130
Mr. Anthony Kiele
(205) 277-7330

ALASKA

Alaska Department of Labor
P.O. Box 1149
Juneau, AK 99802
David Swanson
*Ms. Barbara Baker
(907) 465-4513

Office of the Governor
Office of Budget and
Management
Division of Strategic Planning
Pouch AD
Juneau, AK 99811
Mr. Thomas Chester
(907) 465-2203

Department of Education
Division of Libraries and
Museums
Alaska State Library
Pouch G
Juneau, AK 99811
Mr. Lou Chatney
(907) 465-2942

Department of Community and
Regional Affairs
Division of Local Government
Assistance
Pouch EH
Juneau, AK 99811
Mr. Doug Griffis
(907) 465-4734

Institute for Social, Economic,
and Government Research
University of Alaska
707 "A" Street, Suite 206
Anchorage, AK 99501
Mr. Jack Kruse
(907) 278-4621

ARIZONA

The Arizona Department of
Economic Security
1300 West Washington, 1st Floor
P.O. Box 6123-0452
Phoenix, AZ 85005
*Ms. Linda Strock
(602) 255-5984

Research Specialist
College of Business Admin.
Arizona State University
Tempe, AZ 85287
Mr. Tom Rex
(602) 965-3961

College of Business Admin.
Northern Arizona University
Box 15066
Flagstaff, AZ 86011
Dr. Ron Gunderson
(602) 523-3256

Federal Documents Section
Department of Library, Archives,
and Public Records
Capitol, Third Floor
1700 West Washington
Phoenix, AZ 85007
Atifa Rawas
(602) 255-4121

Dean of the Graduate College
Administration Building, Rm. 501
University of Arizona
Tucson, AZ 85721
Dr. Lee R. Jones
(602) 626-4031

ARKANSAS

IREC-College of Business Admin.
University of Arkansas
33rd and University Avenue
Little Rock, AR 72204
Dr. Barton Westerlund, Director
Sarah Brashears
*Dr. Forrest Pollard
(501) 371-1971

Arkansas State Library
1 Capitol Mall
Little Rock, AR 72201
Ms. Frances Nix
(501) 371-2159

CALIFORNIA

State Census Data Center
Department of Finance
1025 P Street
Sacramento, CA 95814
Ms. Linda Gage
*Mr. Bill Schooling, Director
(916) 322-4651

Sacramento Area COG
800 H Street
Suite 300
Sacramento, CA 95814
Mr. Bob Paseler
(916) 441-5930

Assn. of Bay Area Governments
Hotel Claremont
Berkeley, CA 94705
Ms. Patricia Perry
(415) 841-9730

Regional Research Institute
of Southern California
600 S. Commonwealth St.
Los Angeles, CA 90005
Mr. Tim Douglas
(213) 385-1000

Source Point
Security Pacific
1200 3rd Avenue
San Diego, CA 92101
Ms. Karen Lamphere
(714) 236-5353

State Data Center Program
University of Calif.-Berkeley
2538 Channing Way
Berkeley, CA 94720
Ilona Kinowski
(415) 642-6571

COLORADO

Division of Local Government
Colorado Dept. of Local Affairs
1313 Sherman Street, Rm. 520
Denver, CO 80203
*Mr. Reid Reynolds
Ms. Rebecca Picaso
(303) 866-2351

Business Research Division
Graduate School of Bus. Admin.
University of Colorado-Boulder
Boulder, CO 80309
Mr. Gerald Allen
(303) 492-8229

County Information Service
Department of Economics
Colorado State University
Fort Collins, CO 80523
Ms. Sue Anderson
(303) 491-5706

Documents Department
The Libraries
Colorado State University
Fort Collins, CO 80523
Ms. Karen Pachan
(303) 491-5911

CONNECTICUT

Comprehensive Planning Division
Office of Policy and Management
State of Connecticut
80 Washington Street
Hartford, CT 06106
*Mr. Theron A. Schnure
(203) 566-3905

*Denotes key contact person

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DELAWARE

Delaware Development Office
99 Kings Highway
P.O. Box 1401
Dover, DE 19903
Mr. Nathan Hayward, Acting Dir.
*Mr. Doug Cleodaniel
(302) 736-4271

Computing Center
University of Delaware
192 S Chapel Street
Smith Hall
Newark, DE 19711
Mr. Bob Shaffer
(302) 738-8441

DISTRICT OF COLUMBIA

Data Services Division
Mayor's Office of Planning and Development
Room 450, Lansburgh Bldg.
420 7th Street, N.W.
Washington, DC 20004
*Mr. Albert Mindlin
(202) 727-6533

Metropolitan Washington Council of Governments
1875 I Street, N.W., Suite 200
Washington, DC 20006
Mr. John McClain
Ms. Susan Kalish
(202) 223-6800

FLORIDA

Division of Local Resource Management
Florida Department of Community Affairs
2571 Executive Center Circle, East
Tallahassee, FL 32301
*Mr. Matthew Brady
(904) 488-2356

GEORGIA

Georgia Office of Planning and Budget
270 Washington St., S.W., Rm. 608
Atlanta, GA 30334
Mr. Clark Stevens, Director
*Mr. Tom Wagner
(404) 656-2191

Documents Librarian
Georgia State University
University Plaza
Atlanta, GA 30303
Mr. Jay McNamara
(404) 658-2185

Robert W. Woodruff Library for Advanced Studies
Emory University
Atlanta, GA 30322
Ms. Elizabeth McBride
(404) 329-6872

Main Library
University of Georgia
Athens, GA 30602
Ms. Susan C. Fields
(404) 542-8949

Georgia Dept. of Community Affairs
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40 Marietta Street, N.W., 8th Floor
Atlanta, GA 30303
Mr. Dave Wiltsee
(404) 656-3873

Documents Librarian
State Data Center Program
Albany State College
504 College Drive
Albany, GA 31705
Ms. Golda Jackson
(912) 439-4065

Documents Librarian
State Data Center Program
Georgia Southern College
Statesboro, GA 30458
Ms. Lynn Walesak
(912) 356-2183

State Data Center Program
Mercer University Law Library
Mercer University
Macon, GA 31207
Mr. Reynold Kosek
(912) 745-8811

University Computer Center
University of Georgia
Athens, GA 30602
Ms. Hortense L. Bates
(404) 542-3106

Price Gilbert Memorial Library
Georgia Institute of Technology
Atlanta, GA 30332
Mr. Richard Leacy
(404) 894-4519

HAWAII

State Department of Planning and Economic Development
P.O. Box 2359
Honolulu, HI 96804
*Mr. Robert Schmitt
Ms. Maryann St. Michel
(808) 548-3082

Electronic Data Processing Division
State Department of Budget and Finance
Kalanimoku Building
1151 Punchbowl Street
Honolulu, HI 96813
Mr. Tom Yamashiro
(808) 548-4180

Hawaii Cooperative Health Systems
University of Hawaii
Moore Hall, #427
1960 East-West Road
Honolulu, HI 96822
Mr. Bain Henderson
(808) 948-6977

IDAHO

Division of Economic and Community Affairs
700 W State Street
State Capitol Bldg., Rm. 108
Boise, ID 83720
Mr. Dan Seborg, Administrator
(208) 334-2300
*Mr. Alan Porter
(208) 334-3416

University Research Center
Boise State University
1910 University Drive
Boise, ID 83725
Dr. Richard Hart, Director
(208) 385-3576
Mr. Hazel Dahlstrom
(208) 385-1573

The Idaho State Library:
325 West State Street
Boise, ID 83702
Ms. Helen Miller, State Librarian
Mr. Gary Bettis
(208) 334-2150

ILLINOIS

Division of Planning and Financial Analysis
Illinois Bureau of the Budget
William Stratton Bldg., Rm. 605
Springfield, IL 62706
*Ms. Kathy Roberts
(217) 782-3300

Community Research Services
Department of Sociology, Anthropology, and Social Work
Illinois State University
Normal, IL 61761
Dr. Vernon C. Pohlmann
(309) 438-2397

Center for Governmental Studies
Northern Illinois University
DeKalb, IL 60115
Ms. Ruth Anne Tobias
(815) 753-0322

Center for Urban and Environmental Research and Services
Southern Illinois University at Edwardsville
Box 32
Edwardsville, IL 62026
Mr. Charles Kofron
(618) 692-3032

Chicago Area Geographic Information Study
Room 2102, Building MSB
P.O. Box 4348
University of Illinois at Chicago Circle
Chicago, IL 60680
Mr. Eric Hoinsma
(312) 996-5274

INDIANA

Indiana State Library
Indiana State Data Center
140 North Senate Avenue
Indianapolis, IN 46204
Mr. Ray Ewick, Director
*Ms. Carol O. Rogers
(317) 232-3733

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Division of Research
Indiana University
638 W Jordan
Bloomington, IN 47405
Mr. Morton Marcus
(812) 338-5507

Division of Economic Analysis
Indiana Department of Commerce
440 North Meridian
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183

SAMPLE RECORD

The positions of the key fields are shown in the following sample record.

AN,CH ED178312 SE029137
TI Guidelines for Teaching Mathematics K-12.
AU Flax, Rosabel; And Others
CS Kansas State Dept. of Education, Topeka. Div. of Education Services
PY Jun 1979 91p.; Best copy available
EDRS Price - MF01/PC04 Plus Postage
LA Language: English
DT Document Type: TEACHING GUIDE (052)
CP Geographic Source: U.S.; Kansas
JA Journal Announcement: RIEMAR80
GL Government: State
AB This guide is intended to provide a basic outline for developing local mathematics programs. It was developed to give Kansas mathematics teachers from grades K-12 minimal sequential experiences in implementing the skills, values, and concepts of the mathematics program. The guide contains objectives, a checklist of topics appropriate for each grade level, and a human resources guide which provides the names of individuals willing to serve as technical assistants to local school districts. (MK)
DE Descriptors: *Directories; *Elementary School Mathematics; Elementary Secondary Education; Guidelines; *Mathematics Curriculum; *Resource Teachers; *Secondary School Mathematics; *State Curriculum Guides; State Departments of Education
ID Identifiers: *Kansas

Key to Data Fields

AB	Abstract	ID	Identifier
AN	Clearinghouse Number	JA	Journal Announcement
AU	Author	JN	Journal Name
CH	Clearinghouse Code	LA	Language
CN	Contract/Grant Number	PN	Bureau/Project Number
CP	Country of Publication	PY	Publication Year
CS	Corporate Source	RN	Report Number
DE	Descriptor	SP	Sponsoring Agency
DT	Document Type	TI	Title
GL	Government Level		

Data present in record depends on output format requested and type of record.

184

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AUTHOR AND SOURCE INDEX

Alter, T.R., 40
Allen, K.K., (ed), 46
Allen, R.J., (ed), 48
Anderson, C.J., (ed), 23
Anderson, B.H., 59
Apps, J.W., 34
Argyris, C., 83
Aslanian, C.B., 46
Astin, A.W., 46
Augenblick, J., 72
Aveni, D.F., (ed), 84
Bacigalup, T., 16
Bailey, K.D., 77
Banks, U.J., 8
Bardes, B.A., 74
Barr, M.J., 46
Barton, P.E., 60
Beacon, J.E., 66
Beaulieu, R.A., 60
Benne, K.D., (ed), 56
Bennis, W.G., (ed), 56
Benson, C.S., 72
Berkowitz, B., 83
Bernard, H.R., 56
Biros, J., 24
Blakeley, E.J., (ed), 56
Blanchard, K.H., 83
Blumer, M., 77
Bogue, D.J., 19
Bok, D.,46
Borus, M.E., 66
Boucher, W.I., (ed), 76
Bouvier, L.F., 23
Bowen, H.R., 46
Bowles, R.T., 27
Bradburn, N., 78
Braun, T.G., 66
Brickell, H.M., 46
Brodzinski, F.R., 51
Burgess, R.G., (ed), 77
Bustelo, E.S., 56
Carley, M.J., 56
Carpenter, S.A., 66
Chambers, C.M., 49
Charner, I., 34
Chin, R., (ed), 56
Cirincione-Coles, K., (ed), 51
Clagett, C.A., 66
Cleveland, R.W., 8
Coffey, J.C., 86
Cohen, D.K., 78
Comer, J.C., 79
Constant, A.P., (ed), 23
Cooper, B.S., 24
Cooper, P.J., 74
Coors, W.K., 48
Cornish, E., (ed), 47
Cox, F.M., (ed), 56
Craven, R.E., 32
Cross, K.P., 32
Crossland, F.E., 66
Dane, J.K., 24
DeAre, D., 11
Decker, L.E., (ed), 58
Dede, C., 53, 72
Demboski, F., 24
Dressel, P., 83
De Tray, D.N., 24
Dluhy, M.J., (ed), 74
Dolman, G. 36
Donahue, R.J., 32
Dubnick, M.J., 74
Dutton, J.L., (ed), 46
Eble, K.E., 47
Edington, E.D., 28
Egbert, R.L., 25
Eisenstadt, S.N., 56
Elmendorf, K., 51
Erickson, S.A., 60
Erlich, J.L., (ed), 56
Etzioni, A. (ed), 56
Etzioni-Halevy, E., (ed), 56
Falk, S.L., 32
Feldman, A.M., 9
Fender, C., 10
Fenske, R.H., (ed), 76
Fleming, J., 36
Folger, J., (ed), 71
Frankel, M.M., 44
Fretwell, E.K., 34
Gamson, Z.F., 47
Gardner, D.P., 47
Gardner, J.W., 47
George, V., 74
Gerald, D.E., 44
Gilli, A.C., 73
Gisi, L.G., 47
Glenny, L.A., 52
Goldsmith, H.F., (ed), 19
Goodman, P.S., 83
Goodnow, B., 67
Goulet, D., 57
Grant, W.V., 25, 44
Greenwood, M.J., 16
Grieder, T., 77
Groff, W.H., 52
Hall, R.H., (ed), 74
Hamburger, K.E., 32
Hansen, K.A., 11
Harris, Y.Y., 44

Hawes, G.R., (ed), 81
Hawken, P.J., 47
Hedden, C.R., 33
Henry, R.E., 32
Henson, M.F., 8
Hersey, P., 83
Hipps, G.M., (ed), 48
Hodgkinson, H.L., 52,67
Hodgkinson, V.A., (ed), 68
Hollis, P.P., 52
Hopp, D.I., 68
Howe, H., 53
Hoyle, J.R., 87
Hyde, W., 34
Jacobs, F., (ed), 48
Jaramillo, M.L., 36
Johnson, C.E., 10
Johnson, D.L., 6
Johnson, L.G., (ed), 77
Jones, C., 68
Kammeyer, K.C.W., 19
Kahn, R.M., 80
Kale, B.D., 20
Kaplan, C.P., 13
Kaufman, N.S., 36
Keating, L.A., 46
Keeton, M.T., 81, 83
King, J.W., 59
Knapp, J.E., (ed), 71
Knop, E., 16, 39, 77
Knop, S.A., 16, 22, 25, 32, 39, 41, 77
Knowles, M.S., 84
Krebs, H.C., 20
Kuhns, E., (ed), 77
Lamitie, R.E., 31
Lasher, W.F., 69
Lauer, R.H., 57
Lee, E.S., (ed), 19
Leedy, P.D., 78
Leslie, L.L., (ed), 71
Le Tarte, C.E., 48
Lewis, A.J., 53
Lewis, D.T., 20
Lewis, J., 76
Lewis, R.J., 53
Lind, R.M., (ed), 74
Lindblom, C.E., 78
Lingeman, R., 27
Little, D.L., 26
Long, L.H., 11
Long, S.M., 26
Loveland, E.H., (ed), 81
Mangold, W., 24
Manser, G., (ed), 46
Matorana, S.V., (ed), 77
Matney, W.C., 6
McCannon, R.S., 27
McConnell, W.R., 22
McCune, S., 47
McKeachie, W.J., 47
McKinney, F.L., 61
McMeekin, R.W., 53
McMurrin, L.R., 87
McNeil, J.M., 9, 10
Menson, M., (ed), 84
Miller, L., 11
Miller, W., (ed), 84
Mills, K.M., 8
Minzey, J.D., 48
Mitchell, A., 48
Mixon, R., 32
Moe, E.O., 28
Momeni, J., 35
Moon, R.G., (ed), 81
Moore, D.E., 40
Morgan, J.N., 73
Morrison, J.L., (ed), 76
Morrison, P.A., 76
Mowder, W.J., 22
Naisbitt, J., 48
Naylor, H.H., 84
Neill, S.B., (ed), 54
Nelsen, R.L., 41, 90
Nelson, C.T., 9
Nelson, L., 57
Nelson, O., 61
Newitt, J., 74
O'Connell, M., 7
Odiorne, G.S., 84
Ogilvy, J.O., 47
Omer, S.M., 84
Orum, L.S., 37
Palit, G.D., 20
Patton, C.V., 48
Pelto, P., 56
Perloff, E., (ed), 81
Perloff, R., (ed), 81
Perrin, J., 71
Petersen, W., 19
Peterson, L.J., (ed), 46
Pickens, W.H., 73
Pilot, M., 62
Poffenberger, T., 42
Potter, H.R., (ed), 84
Prather, J.E., 69
Quinn, T.R.E., (ed), 74
Ramsey, C.E., 57
Rawlings, S.W., 6
Rein, M., 74
Renfo, W.L., (ed), 76
Reynolds, R.T., (ed), 76
Richardson, E.G., 86
Riggs, R.O., 33
Rives, M.W., 19
Rogers, C.C., 7
Romer, R., 48
Rosenfeld, S., 29
Rosenthal, M.M., 62
Rothman, J., (ed), 56
Rubin, M.J., 78
Ruff, R.D., 62
Rydberg, W.D., (ed), 46
Salvo, J.J., 9
Sanders, R., 9
Saul, D., 65
Schlef, A., 37
Schoeny, D.M.,(ed), 58
Schwartz, P., 47
Seidman, E., 74
Seldin, P., 81
Serow, W.J., 19
Snyder, T.D., 44
Spencer, G., 12
Stafford, K.L., 69
Starsinic, D.E., 10, 19
Steel, R.G.D., 82
Stone, R., 80

Sudman, S., 78
Swanson, A.D., 31
Sweetland, D., 16
Tanner, C.K., 76
Tate, P.J., (ed), 83
Tatham, E., 70
Tetlow, W.L., (ed), 78
Thomas, D.W.,(ed), 84
Thompson, W.S., 20
Thorndike, R.M., 82
Toffler, A., 49
Torrie, J.H., 82
Tough, A., 85
Tropman, J.E., (ed), 56, 74
Uhl, N.P., (ed), 76
Usdan, M.D., 31
Valey, T.L., 12
Van de Water, G., 72
Verner, C., 57
Vincent, A., 37
Vlachos, E., 78
Voss, P.R., 20
Warren, R.L., 57
Watkins, D.A., 27
Watkins, J.M., 27
Welch, S., 79
Wells, H.R., 49
West, C.D., 54
Welniak, E.J., 10
Wildavsky, A. 75
Wilding, P., 74
Williams, E.J., 76
Williams, W., 75
Willis, H.D., 54
Wilson, M., 85
Wlodkowski, R.J., 85
Wortman, P.M., (ed), 79
Yeaton, W.H., (ed), 79
Ylvisaker, P.N., 36
Young, K.E., 49
Zopf, P.E., 20

American Council on Education (ACE), 38
Bureau of the Census, 5-14, 20, 9, 108
CCHE, 36, 75
Colorado Division of Local Governments, 13-14
ECS, 45
NCES, 45, 49, 67
NCHEMS, 45
NEA, 40
NIE, 49
WICHE, 39